

The American Accent Guide

2nd Edition



A Complete and Comprehensive Course on the
Pronunciation and Speaking Style of American English
for Individuals of All Language Backgrounds

Beverly A. Lujan



The American Accent Guide

A
COMPREHENSIVE COURSE
on
THE SOUND SYSTEM
of
AMERICAN ENGLISH

by
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TO MY MOTHER

My deepest gratitude to those who contributed their talent and support in this endeavor. First and foremost to T.C. Van Ausdal and her abundant talents and skills. Other contributors included Jan D. Mayer, Rob Ronald, Rod Burkholz, Brent Marshall, Christine Thurmond, Amy Norris, Nathan Martinez, Dennis Misurell, Mark Cantor, Rebecca Waddups, Adam Blackwell, Ron Carpenter, Jeff Hansen, Mike Maughn, Laura Bedore, and Milan Claudio.

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Beverly Lujan is from a bilingual family and has always had a great interest in diverse cultures and languages. She brings particular sensitivity to the problems that non-native speakers sometimes have in speaking the English language clearly and effectively.

Beverly studied Linguistics at San Diego State University and attained BS and MS degrees in Speech Language Pathology from the University of Utah. Her research, teaching, and work in American English speech have focused on the problems of non-native speakers and of speech/ language-challenged individuals.

She has been a practicing speech therapist for over 18 years, counseling hundreds of non-native speakers of English in Utah from 26 countries around the world. She taught American English pronunciation to international students at Hawthorne University. She founded the Lingual Arts School in Salt Lake City that has conducted courses and seminars on accent modification for corporate, government and educational clients. As a clinical supervisor at the University of Utah, she mentored graduate students to provide training in assessment and instruction on accent reduction. She also taught English speaking skills in the public school system. She is certified by ASHA (The American Speech-Language and Hearing Association) and is a member of TESOL (Teachers of English to Speakers of Other Languages).

Ms. Lujan developed **The American Accent Guide** as a direct result of her experience in teaching English to non-native speakers. The exercises contained in the Guide were developed as part of her work in the field.

Beverly A. Lujan offers speech evaluation and
personalized speech coaching for individuals, educational, and corporate clients.

See details at the end of this book.

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INTRODUCTION

THE PROGRAM

The American Accent Guide, Second Edition, is a complete book and audio instructional program on the sound system of American English. This program provides comprehensive instruction on the intonation, stress, and rhythm of American English as well as on pronunciation of the speech sounds. The interactive approach makes the instruction engaging and efficient.

The American Accent Guide consists of a manual and eight hours of easy-to-follow audio instruction, along with additional exercises and practice word lists.

APPLICATION

The approaches and techniques used in **The American Accent Guide** have proven effective over the past 15 years with non-native students of many language backgrounds who speak English at low intermediate to advanced levels.

The American Accent Guide can be used by individuals as a self-study program, and by speech-language pathologists and ESL teachers as a main instructional resource. It has been successfully used with individuals or with groups of same or of mixed language backgrounds.

THE PREMISE

The American Accent Guide is based on the premise that improving speech and communication in a new language is more efficient if the student gains an understanding of the sound system of that language while practicing new skills.

In the process of learning to identify and apply new sounds and voice patterns, the student also attains improved comprehension of the language as it is spoken.

THE DIALECT

The dialect referred to by many as Standard American English is the model for this program. This dialect is used widely in the United States as well as in parts of Canada. As the preferred standard of communication, it is also known as “broadcaster English.”

Exercises in **The American Accent Guide** reflect the communication style of American culture, and they typify the use of language in everyday social and professional situations.

The International Phonetic Alphabet (IPA)

For the non-native speaker, a difficult part of learning how to speak English well is a result of written spellings. While there are 41 speech sounds in American English, there are only 26 letters to represent them. This Program uses the International Phonetic Alphabet (IPA), a system that provides a symbol for each English vowel and consonant sound. Several dictionaries featuring IPA symbols are now available at bookstores. It is recommended that each student obtain one for personal use.

THE APPROACH

Interactive

Students participate in a variety of exercises. These involve listening and repeating, listening and responding, and many types of interactions utilizing analogies, synonyms, paraphrasing, and verbal exchanges.

Exercises lend themselves to interaction between teacher and student or student and student.

Integrative

An integrative approach makes **The American Accent Guide** compact. It gives continuity to instruction and makes every lesson widely applicable to students of all language backgrounds.

While each section is complete in itself, the lessons address subject matter from previous sections, i.e.,

- Word Stress – Practice words in most lessons are grouped according to their stress patterns in order to facilitate using proper word stress.
- Linking – Lessons on consonants show how to link sounds in order to facilitate English rhythm.

Various lessons facilitate improved grammar and vocabulary, e.g.,

- **Grammar and Usage**

The section on Rhythm includes a lesson on the pronunciation and use of articles *a*, *an*, and *the* and reviews the underlying rules for their use.

The section on Consonants addresses pronunciation and usage of suffixes and provides repeated practice of the suffixes *-ed*, *-s*, *-es*, and *-s*.

- **Vocabulary**

Exercises using synonyms, antonyms, and paraphrasing are designed to help the student learn new vocabulary.

THE LAYOUT

The book is divided into eight sections, each with its own numbering sequence and a corresponding CD.

Following is a summary of sections in **The American Accent Guide**:

Section 1 AN OVERVIEW OF AMERICAN ENGLISH SPEECH PATTERNS

The overview shows how stress, intonation, and rhythm work together to create the voice patterns of the English dialect that is standard in North America. It illustrates the key role that vowel sounds have in stressed and in unstressed segments.

Section 2 THE AMERICAN ENGLISH VOWELS

Because of their impact on intelligibility and their role in stress and in rhythm, vowel sounds are addressed early in the program. A lesson on each of the 17 simple vowels and diphthongs gives attention to the varying lengths of the sounds based on the different contexts in which they normally occur.

Exercises contrast sounds that are often confused by learners of English, and brief probes survey the student's ability to differentiate between these sounds.

Section 3 WORD STRESS

Lessons demonstrate the correlation between grammatical function and stress patterns of various word types, including compound words and two-part verbs. They show how the suffix can determine which syllable is given primary stress, and they feature exercises that compare and contrast word stress patterns.

Section 4 THE RHYTHM OF AMERICAN ENGLISH

The student is shown how to identify and apply new rhythm patterns. Focus is given to common reduced forms of function words and to colloquialisms that give the American English dialect its characteristic rhythm.

Sections 5, 6 & 7 THE AMERICAN ENGLISH CONSONANTS

A lesson on each of the English consonants addresses variations of the sounds. Sounds that occur frequently and are commonly difficult for the non-native speakers, such as *l*, *r*, and *th*, are given greater focus.

Exercises contrast sounds often confused by learners of English, and they help to survey the student's ability to differentiate between sounds that are similar.

Main focus is given to consonant sounds at ends of words, the context most commonly difficult for non-native speakers. The contrasts between voiceless and voiced endings are addressed, for example: *bat* versus *bad*; *lack* versus *lag*.

Particular attention is given to articulation of consonant blends and clusters. Contrasting voiced-voiceless endings that include suffixes (*-ed* and *-s* as in *backed* = *kt*, *bagged* = *gd*; *backs* = *ks*, *bags* = *gz*) are practiced repeatedly.

Section 8 MORE ON INTONATION AND STRESS

Lessons introduce more patterns of intonation and stress and the underlying meanings they convey. Attention is given to the use of pauses and pitch inflections that serve to emphasize and clarify meaning. Exercises include longer, more complex sentences, and conclude with paragraphs.

Suggestions for the Student

Before you begin to work on speaking English more clearly, here are some hints to help you get started:

- **Set your goals and establish your priorities**

Try to identify what you want to improve and determine how much effort you want to put against your goals. Work on as many goals at one time as you find comfortable. For example, focus on a single pattern that is quite difficult for you or on several that are relatively easy.

- **Practice Faithfully**

Make a commitment to practice daily and repeat each lesson as often as is necessary. Give yourself the practice time to do the job. It has been our experience that it takes at least three hours per week to make steady improvement in pronunciation. Language is an art, and it is the most complex of human behaviors — so there is no quick and easy way to master speaking a new language clearly. It does take dedicated practice and persistence.

As you learn to interpret and apply new speech sounds, you may achieve the additional benefits of improved comprehension of spoken English and improved English grammar, particularly in using articles and suffixes. This can also help you become better aware of correct English spellings, particularly at ends of words.

- **Focus on Good Listening**

Increase your awareness of English pronunciation by focusing on the speech sounds and patterns of the spoken language as you listen to **The American Accent Guide**.

Remember that listening, not reading, is the key to learning English pronunciation. It is recommended that you use the book along with the audio instruction at least the first time you study a section. Then practice again and again relying primarily on the audio instruction.

Listen to all of the American English conversational speech that you can. American movies and television programs are also good ways to focus on American English speech.

- **Relax, relax**

New speech postures will feel unnatural at first. Learn to relax, because unnecessary tension can interfere with your speech movements. Try not to tighten the muscles in your throat, your jaw, or your face. Whatever tension you need to speak English is focused only in the tongue and the lips.

Proper breathing is important in order to relax and to speak effectively. Avoid holding your breath when you feel nervous. Allow each breath to flow deeply and smoothly. You can practice proper breathing by closing your eyes and relaxing as you focus entirely on your breathing. Feel each breath flow past your throat into your abdomen and out again. On a daily basis, practice meditation or another relaxation technique that will improve your concentration for speech and will promote good breathing practice.

Allow yourself to yawn and experience the feeling of openness in the throat area. An open, relaxed posture in the back of the mouth and throat is essential for achieving the proper sound for English speech.

- **Record Your Own Speech Frequently**

Often you are not aware of how you are speaking a language until you hear your own voice played back to you. Use a tape recorder to practice as you work on those sounds, words, and concepts with which you are having the most difficulty. This will allow you to track your progress and see the improvement you are making. As you do this, you will gain confidence in your ability to produce with ease new sounds and patterns. This experience will provide you with enormous encouragement to continue practicing.

- **Take Every Opportunity to Converse in English**

To attain mastery of English speech requires that you also involve yourself as often as you can in situations where you speak English. The more you engage in English conversation, the better chance you have to improve your English speech. It will be especially helpful to converse with others who speak American English.

- **Familiarize yourself with the International Phonetic Alphabet (IPA)**

In English, there are 41 speech sounds, represented by 26 letter symbols. Each letter represents more than one sound. In addition, many of the sounds are spelled more than one way.

To alleviate confusion with English spellings The American Accent Guide uses the International Phonetic Alphabet (IPA), a system that provides one symbol for each sound. The IPA symbols will help you to identify more easily the individual sounds of American English. Remember to focus on sound rather than on spelling and to use the IPA symbols to identify the individual sounds. As a sound is addressed in a lesson, practice writing its symbol.

Various dictionaries featuring IPA symbols are now available at bookstores. It is recommended that you obtain one for personal use.

- **Facial Expressions and Gestures**

All communication has non-verbal aspects. You can see how speakers of a language in a culture use facial expression and gestures as part of their communication. Become aware of how speakers of American English use these in conjunction with voice patterns to convey underlying meaning. Note how facial expression and/or gestures often accompany words that are stressed for emphasis.

As a part of learning English, pursue information on non-speech aspects of communication as used by speakers of the language. There is increasingly more literature and other resources available on the non-speech aspects of communication. You can also increase your insights through watching movies and television. If you can, videotape yourself conversing or delivering a speech, and make notice of how you use non-speech aspects in your expression. Anyone who wishes to become a better speaker could benefit from observing him- or herself in this manner.

- **Use a mirror to learn new speech movements and postures**



A mirror can help you as you practice new articulation movements and postures, such as learning to place your tongue for the “th” sound, or learning to round or retract your lips for a vowel sound. It is important that you be aware of visible speech movements and postures required to produce sounds correctly. These movements and postures also provide the listener visual cues when you communicate in person.

- **Train your Muscles for Speech**

The use of muscles for speech varies from one language to another. Learning to speak a new language usually requires learning to position your mouth and tongue in new ways and training new muscles. Some vowel sounds in American English require rounding the lips and some require retracting them. It may be that you will need to achieve greater flexibility as well in tongue movement in order to speak the sounds of American English.

At right are tongue postures that are used in English speech. These postures can be difficult for many non-native speakers. To train them, practice in front of a mirror. Use your fingers and a spoon if necessary to help you position your tongue as shown



tongue spread



tongue narrowed

- **Be Aware of Your Voice**

Become aware of how you use your voice as you learn new intonation patterns. Voice originates in the larynx, which is commonly referred to as “the voice box.” The larynx, houses the vocal cords and is located in the throat area. To feel the vocal cords vibrate as you speak, place your fingers on your throat. Sing or hum different tones and you will feel the larynx vibrate higher in the throat for higher-pitched tones and lower for lower-pitched tones.

- **Incorporate New Sounds Gradually into Your Conversational Speech**

Incorporating a new sound or speech pattern with ease into your conversational speech is usually a gradual process. Begin by using the new sound or pattern during short periods of conversational speech (perhaps five minutes) a few times a day to increasingly longer periods until you can use it effortlessly.

Explanatory Notes

- In the audio instruction, some consonants are referred to by their sound, others by their spelling. This is because some sounds when produced by themselves, cannot be heard clearly on a recording.
- Different words that have identical pronunciation, are written together, separated by slash marks. For example,
cite/sight/site.
- In word exercises, most words are grouped according to their stress pattern, as in the following examples:

day
time

many
minute

about
today

important
accounting



LISTEN – This icon appears where audio instruction begins on a lesson.



READ ONLY - This icon appears when information is provided in writing only.

TO PRODUCE: Hold down the tip of your tongue, and place the tongue sides against the upper sides of your mouth. Raise the front of the tongue, spread the uvular ridge to form a narrow passage. Direct the airflow forward continuously through the passage.

A shaded box contains information that is not included in the audio instruction. Stop the audio to read the contents.

SHADOW THE SPEAKER

Traveling is undoubtedly one of the most enjoyable things you can do, provided you avoid common mistakes. First, if you are traveling by car, be sure you fill your car with gas before you leave and, of course, make sure the oil is at the right level. Next, check your tires if the air pressure is low. In your

A box with a shadow invites you to shadow the speaker. This means, read along and follow as closely as you can the voice and speech patterns of the speaker.

Glossary

Airflow:	The breathed air used in speech.
Aspiration:	The audible rush of air produced with some voiceless consonants.
Articulators:	The structures that produce the speech sounds.
Articulation:	The production of speech sounds.
Carryover:	The process of applying newly-learned patterns in conversational speech.
Continuant:	A linguistic classification for sounds that are produced with a continuous air flow.
Diphthong:	A vowel produced as the articulators move from one place to another.
Final position:	The occurrence of a sound at the end of a word.
Intelligibility:	Speech clarity; the degree to which speech is understandable.
Intonation:	The changes in voice during speech.
Inflection:	The changes in pitch on intonation.
Initial position:	The occurrence of a sound in the beginning of a word.
Larynx:	The structure that contains the vocal cords. These vibrate the airflow to produce voice. The larynx is sometimes referred to as the “voice box.”
Linking:	The airflow is held on one sound and released on the next sound. Linking connects sounds between adjacent words and thereby gives flow to speech.
Middle position:	The occurrence of a sound in the middle of a word.
Pitch:	This term, usually associated with musical notes, refers in this course to the voice tones in speech.
Reduced forms:	The simplification of sounds or words.
Stress:	The accent given a specific syllable by increasing its loudness and length, and changing its pitch.
Utterance:	Any verbal expression.
Voiced consonant:	A consonant sound produced as the vocal cords vibrate.
Voiceless consonant:	A consonant sound produced without the use of voice.

An OVERVIEW of AMERICAN ENGLISH SPEECH PATTERNS



This overview gives main focus to the vocal patterns of standard American English speech. We want to show you how intonation, stress, and rhythm work together and with the individual sounds, particularly the vowel sounds, to create the English dialect that is considered standard in America and is also spoken widely in parts of Canada.

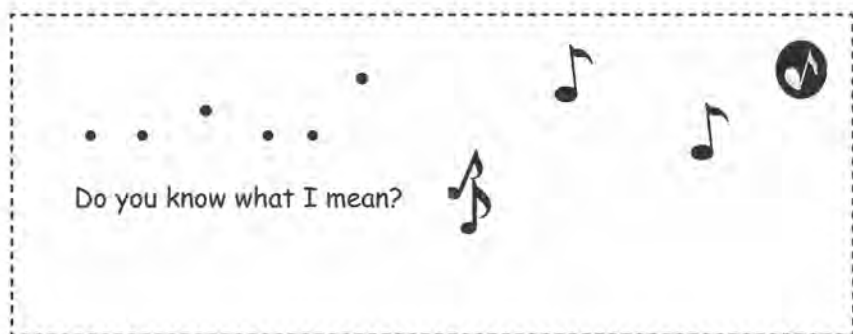
INTONATION AND STRESS

In verbal communication, we do not express ourselves with words alone. In addition to our facial expressions, gestures, and other body movements, our vocal patterns add underlying meaning to what we say. One sentence can, therefore, have a variety of meanings depending on how it is expressed.

Each language has its own basic vocal patterns and ways in which these are modified to convey underlying meaning. To communicate clearly and effectively in a new language, it is, therefore, important to learn to apply the vocal patterns used by speakers of that language.

INTONATION

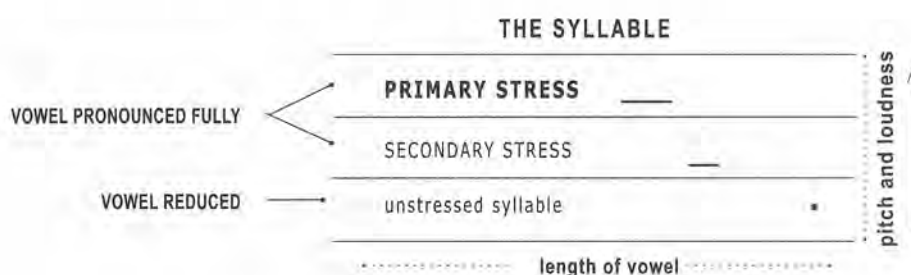
Intonation is simply how we use and change our voice. As we speak, the pitch tones in our voices change in a way that is similar to when we sing. These changes are called pitch inflections.



STRESS

In English speech, intonation works together with stress to make certain parts in a message clearer and more distinct. Stress is given to a word by accentuating certain syllables. Normally, one syllable is accentuated more strongly than others. This is, therefore, the syllable with primary stress. Other stressed syllables are given secondary stress.

A stressed syllable is spoken longer and louder and with higher pitch. The vowel within a stressed syllable is pronounced fully. An unstressed syllable, on the other hand, is spoken shorter and quicker, making the vowel reduced.

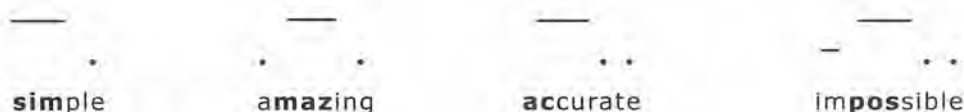


As a result of reductions made to stressed syllables, most vowels in these syllables are pronounced as the schwa, /ə/, as in, *condition* or *available*. This vowel is represented by a symbol that looks like an upside-down *e*. This is a symbol of the International Phonetic Alphabet (IPA). The schwa is the shortest and simplest sound in English speech, and it is the sound most frequently used. Other vowels used often in unstressed syllables are the vowel /ɪ/, as in *citizen*, and /ər/ as in *other*.

AT THE WORD LEVEL

Within a word, pitch rises to its highest level on the syllable with primary stress. From there, it falls, or it rises more. This inflection in pitch is made as a step or as a glide. Following are examples:

- **STEP INFLECTION** - Pitch steps down from the stressed syllable onto an unstressed syllable. Listen to examples spoken with a falling inflection.



Now listen to the same words spoken with rising inflection.

— .
simple

. — .
amazing

— ..
accurate

. — ..
impossible

GLIDING INFLECTION - Pitch glides on the syllable with primary stress when the word consists of one syllable, or when that syllable ends a word. Listen to examples with falling inflection:

—
now

. —
agreed

— . —
guaranteed

Now listen to the same words with a rising inflection.

—
now

. —
agreed

— . —
guaranteed

Repeat the following words using a falling inflection:

— .
money
never
open

. —
correct
enough
today

— . .
expensive
forever
tomorrow

— ..
animal
customer
manager

— —
— . .
application
demonstration
obligation

— —
—
responsibility

— —
— . . .
qualification

Repeat the following using a rising inflection:

— .
never

. —
today

. — .
forever

— — .
— .
obligation

— ..
— . .
responsibility

— .
— . .
qualification

The COMPREHENSIVE American Accent Guide

CONTENT WORDS			
Examples:			
NOUNS	<i>person</i>	<i>place</i>	<i>thing</i>
VERBS	<i>go</i>	<i>run</i>	<i>think</i>
ADJECTIVES	<i>good</i>	<i>bad</i>	<i>right</i>
ADVERBS	<i>very</i>	<i>almost</i>	<i>quite</i>

FUNCTION WORDS	
Examples:	
ARTICLES	<i>a, an, the, any, some</i>
AUXILIARY (helping verbs)	<i>is, are, am, do, does, did</i>
CONJUNCTIONS	<i>and, but, if, or</i>
MODALS	<i>can, will, could, should, would</i>
PREPOSITIONS	<i>in, on, of, into, about, with</i>
PRONOUNS	<i>he, she, it, they, him, her, them</i>

BEYOND THE WORD LEVEL

In phrases or in sentences, only certain words are normally given stress. These are the words classified as content words, because they contain most of the information in a message.

Content words are nouns, verbs, adjectives, and adverbs. Words that are normally not stressed are classified as *function words*.

Function words serve more to provide the grammar structure that connects content words into phrases and sentences. Function words include articles, conjunctions, pronouns, and prepositions.

Listen to the following sentence:

CONTENT WORDS	FUNCTION WORDS
The TIME is NOW .	TIME NOW the, is

As you can see, content words carry the meaning in a message. Listen to another example:

CONTENT WORDS	FUNCTION WORDS
WHERE are ALL the PEO ple?	WHERE ALL PEO ple are, the

Are function words used in your native language? If they are not, you may have difficulty applying them in your English speech. You may also have difficulty hearing some function words as they are spoken in English, because they are normally reduced and are thereby spoken quickly.

FALLING AND RISING INFLECTION

Final inflection, which is the pitch change at the end of an utterance, has underlying meaning. Generally, in connected speech a fall in pitch indicates that the speaker has finished a thought, while a rise in pitch indicates that the speaker intends to continue on the thought. Listen to examples:

I know what you mean.

I know what you mean, but I don't agree.

Questions are spoken with either a falling or rising inflection.

Wh- Questions, which are those that begin with question words such as *who*, *what*, or *when*, are normally spoken with a falling inflection, as in:

The Question Words are:
what, when, where, which, who,
whom, why & how

Who called?

What's new?

Repeat the following:

Who is that?
When does it start?
Why not?
How come?

What is it called?
Where is it?
Which way?
How did you do that?

Yes/No Questions, which are those that request a *yes* or a *no* response, are normally spoken with a rising inflection. Listen:

Is that right?

Can you join me?

Repeat the following:

Are you ready?
Will you be there?
Do you think so?

Should I call?
Would that be okay?
Did you check your e-mail?

The COMPREHENSIVE American Accent Guide

PRIMARY STRESS AND FINAL INFLECTION

In phrases and in sentences, primary stress is normally placed on the last content word, and that is where final inflection occurs. In the following sets of sentences, the first ends with a content word, and the second ends with one or more function words. Listen to an example:

Grammatical Forms of Final Words

— • • — • •
What did you **think**?
What did you **think** of it?

VERB
Preposition, Pronoun

Repeat the following sets to contrast their final inflection patterns.

• • — • •
Did you **notice**?
Did you **notice** her?

VERB
Pronoun

• • • — • •
We were **familiar**?
We were **familiar** with it.

ADJECTIVE
Preposition, Pronoun

• — • • • — • •
I waited **patiently**?
I waited **patiently** for them.

ADVERB
Preposition, Pronoun

• • • — • •
Is it good **enough**?
Is it good **enough** for you?

ADVERB
Preposition, Pronoun

• • — • — • •
Did you show the **notebook**?
Did you show the **notebook** to her?

NOUN - (compound word)
Preposition, Pronoun

STRESS FOR EMPHASIS

While primary stress is normally placed on the last content word of an utterance, in everyday speaking situations intonation and stress work together in a flexible manner to convey underlying meaning. Stress is shifted in a sentence to emphasize the words that mean more specifically what the speaker wishes to express. Listen to an example spoken first with normal stress.

Sam called last **night**.

Now listen to the sentence spoken with shifted stress.

Has anyone called? **Sam** called last night.

To communicate a distinction between what the listener expects and what you mean, you can shift stress to call attention to the distinction, as in the following response:

Sam must have called tonight. No, Sam called **last** night.

Stress can also be shifted within a word for clarification, as in the following:

I understand the people there are unfriendly.
Some are unfriendly, but most **are** friendly.

Stress for Emphasis and Final Inflection

When primary stress is shifted in a phrase or in a sentence, final inflection also shifts. Listen to an example with falling inflection.

We are **interested**. We **are** interested. **We** are interested.

Now listen to an example with rising inflection:

Are you **interested**? Are **you** interested? **Are** you interested?

Repeat examples with falling inflection:

This is **correct**. This **is** correct. **This** is correct.
They are **special**. They **are** special. **They** are special.

Repeat examples with rising inflection:

↗	↗	↗
Is this correct ?	Is this correct?	Is this correct?
Do you agree ?	Do you agree?	Do you agree?

RHYTHM

Rhythm in speech results from the timing in connected segments. This rhythm can be compared to the timing in drumbeats. English syllables, for example, are like long and short beats, with stressed syllables spoken longer and stronger, and unstressed syllables spoken quicker and lighter.

Function words are normally unstressed and therefore are often spoken with the same timing as unstressed syllables. Following are pairs of words and phrases, for example, that usually sound identical in connected speech. Listen:

. ↗	. ↗
an nounce - an ounce	
off ense - a fence	

— —	— —
.
ar resting - are resting	
as sorted - as sorted .	

In each of the following sets, the items have the same timing. Listen:

. ↗	. ↗
to day - The day .	

— —	— —
.
av ailable - It's capable .	

Repeat the following:

— . ↗
entert ain
They're the same .

— . . .
entert aining
Who is wait ing?

— . ↗
intro duce
What's the use ?

— . — .
intro ducing
We are choo sing.

—
organ ization
Where is the sta tion?

—
organ izational
What did you make of it?

Now listen to sentences and phrases with matching stress and rhythm.

Absolutely true!
That's completely false!
What on earth is that!

Extremely careful.
I can't remember.
Do not forget it.

Repeat the following with matching stress and rhythm patterns.

Terribly difficult.
Where did you look for it?
Why can't you wait for me?

Absolutely ridiculous!
I had nothing to do with it!
That is not what I'm looking for!

Reductions

Besides reductions to unstressed syllables, other reductions are made to sounds or words in connected speech which also influence its rhythm. (These reductions are addressed in *Section 4* of this Program.)

For example:

going to → "gonna"

want to → "wanna"

Linking

Rhythm is also affected by the ways in which words are connected in running speech. In English, words are linked in the following ways:

- Often, the end of a word is pronounced as though it might begin the next word. For example:

found it →

found_it.

talked all day →

talked_all_day.

- Two adjoining consonants that are identical are produced as one. For example:

What time? →

What_time?

Keep pace. →

Keep_pace.

PRACTICING RHYTHM AND STRESS

Practice rhythm as well as stress for emphasis in the following phrases. Each set of phrases has matching rhythm and stress. The first is spoken with normal stress and the second with stress for emphasis. Listen to an example:

It's obvious. ... It's clear to me. It's **ob**vious! ... It's **clear** to me!

Now repeat the following:

I'm positive.	I'm sure of it.	I'm posi tive!	I'm sure of it!
Careful.	Watch it.	Care ful!	Watch it!
I'm thankful.	I thank you.	I'm than kful!	I thank you!
Correct.	You're right.	cor rect!	You're right !
Impossible.	This can't be it.	Im possible!	This can't be it!

Conversational Exercise:

Focus on the patterns of stress, intonation and rhythm as you listen to the following dialogue.

Excuse me, are you the corRECT person to talk with to make reservations for dinner tonight?

..... Yes. That's MY responsibility.

Do you have anything open for 7:30 p.m.?

..... Let me open the reservation book and check RIGHT away. Now...let's see. That's 7:30 p.m. tonight, corRECT?

That's the right time.

..... Oh, and that's for TWO people? aGReED?

Well, let me corRECT you on that. It's actually for two COUPles.

..... Yes. It seems that we DO have something open for FOUR at that time.

That's aMAZing! I thought getting reservations now would be imPOSSi-ble.

..... I'm glad we had something open. Thanks for calling.

Knowing how to apply the proper voice patterns of intonation, stress, and rhythm is key to speaking English clearly and effectively. As you listen to the speakers in the audio instruction in this Program, give attention to how these components work together and with the individual sounds to produce the English dialect that is standard in North America.

THE ENGLISH VOWELS



INTRODUCTION TO ENGLISH VOWELS

A vowel is the sound that connects consonants together to create speech. There are two basic vowel types.

- **The Simple Vowels** are produced with the tongue, the jaw, and the lips in one position.
- **The Diphthongs** are produced with the tongue, the jaw, and the lips moving from one position to another.

THE IPA SYMBOLS FOR VOWELS

There are 12 simple vowels and 5 diphthongs in English, but there are only five letters to represent them. These are: *a*, *e*, *i*, *o* and *u*. Therefore, each letter represents more than one sound. And each sound is spelled more than one way. The International Phonetic Alphabet (IPA) alleviates the confusion with English spellings by providing one symbol for each sound.

IPA Symbol	As in:	Spellings:
/i/	eat	ea, ee, e, ie, ei, i, eo, oe, uay, ae, y
/ɪ/	it	i, e, u, ee, u, y, ei
/eɪ/*	ate	a, e, ai, ay, ei, ey, ea, ue, ee, au, a_e, et
/ɛ/	end	e, ue, ea, a, ie, ai
/æ/	at	a, ai
/ɑ/	on	a, ea, o, aw, ow, au, oa
/ɔ/	old	o, a, ou, oa, aw, ow
/oʊ/*	own	o, oa, ow, oe, ou, eau, oo, au, o_e
/ʊ/	put	o, oo, u, ou
/u/	soon	u, ue, ew, o, ou, oe, ui, wo, u_e
/ə/	oven	a, u, oi, u, ei, ai, e, i, oo, o, e
/ʌ/	oven	ia, ah, oe, u
/ər/	mother	ur, er, or, ar, ure, yr, oar
/ɜr/	her	ur, er, ir, ear, or, our
/aɪ/*	I/eye	i, y, uy, ei, eye, ui, i_e
/aʊ/*	how	ou, ow, au
/ɔɪ/*	toy	oi, oy

* These are diphthongs.

PRODUCTION AND CLASSIFICATION OF VOWELS



The voiced airflow is shaped by the tongue, the jaw, and the lips to form vowels. These sounds are classified based on the position of the tongue in relation to the dimensions of the mouth, ranging from front to back and from high to low.

The jaw ranges in position from high to low, aligned with the tongue.

The lips are retracted for vowels that are produced high and in front, and they are rounded for vowels produced high and in back. They remain neutral for other sounds.

Tongue/Jaw Position	Lip Posture	Tongue Tenseness				Tongue Tenseness	Lip Posture
High	Retracted	tense					
High	Slightly retracted	lax					
Mid becoming high	Neutral becoming retracted	lax becoming tense					
Mid	Neutral	lax					
Low	Neutral	lax					

FRONT

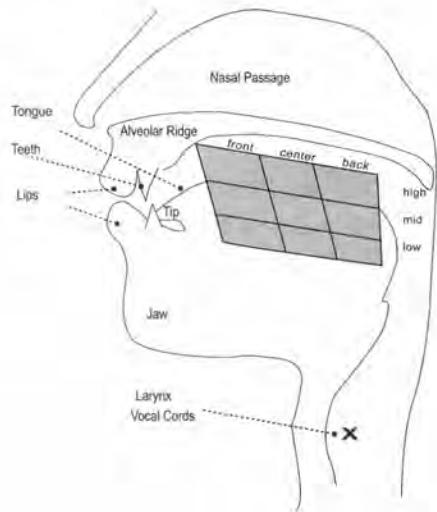
CENTRAL

BACK

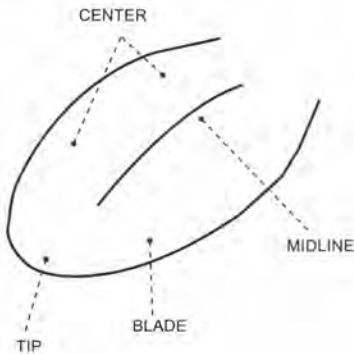
i		u
I		U
eɪ**	əɪ	oʊ**
ɛ	ə, ʌ*	ɔ
æ		ɑ

Tense	Rounded
Lax	Rounded
Lax becoming Tense	Rounded becoming more rounded
Lax	Slightly rounded
Lax	Neutral

* The lips are neutral for vowels /əɪ/, /əʌ/, and /ʌɪ/.
** These are diphthongs. The other diphthongs are: /aɪ/, /aʊ/, and /ɔɪ/.



The Tongue





LENGTHS OF VOWELS

English vowels vary in length. Some are referred to as long vowels and others are referred to as short vowels. The length of a vowel is additionally influenced as follows:

- A vowel in a stressed syllable is longer than a vowel in an unstressed syllable.

— —
finish

— —
winning

- An open vowel (one that ends a word) is longer than a closed vowel (one that is followed by a consonant).

Open vowels

—
me
may

Closed vowels

—
mean
main

- A closed vowel is longer when it is followed by a voiced consonant than when it is followed by a voiceless consonant.

— —
ad – at

— —
bead – beat

(The difference between voiced and voiceless consonants is explained on page 5.3.)

MIRROR WORK



View your jaw and lip movements
as you practice new vowel sounds.

THE ENGLISH VOWELS



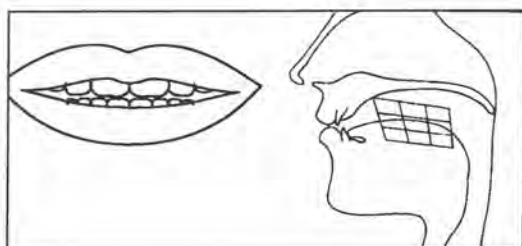
Each lesson on a simple vowel or diphthong demonstrates how that sound may vary in duration. The sound is shortest when followed by a voiceless consonant and longest when it ends a word. Listen to words with the sounds /i/ and /eɪ/ as examples.

	Vowel + Voiceless Consonant		Vowel + Voiced Consonant		Vowel + No Consonant
	—		—		—
/i/	beat		bead		be/bee
/eɪ/	safe		save		say

THE SIMPLE VOWELS



TO PRODUCE: Keep your tongue relaxed in a central position. The lips remain neutral.



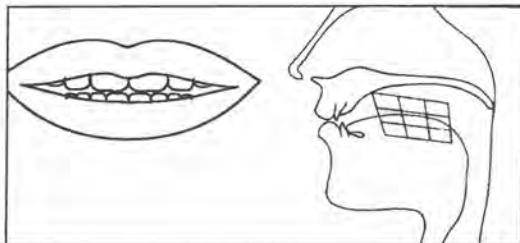
THE SCHWA VOWEL

The schwa is the shortest, the most simple, and the most frequent sound in English speech. The schwa vowel requires no movement of the tongue, the jaw, or the lips; and there is no visible face movement. The sound is felt only at the larynx as a short, voiced sound.

There are two versions of the schwa: one stressed and one unstressed.



TO PRODUCE: Keep your tongue relaxed in a central position. The lips remain neutral.



THE STRESSED SCHWA

This sound is used in stressed syllables. Listen:

but/butt	bud	cup	cub	hunt	hum
/bʌt/	/bʌd/	/kʌp/	/kʌb/	/hʌnt/	/hʌm/

Notice how the consonant after the vowel affects the vowel's length.

Practice the stressed schwa. Repeat:

mutt – mud	nut – none/nun
tuck – tug	runt – run

/ə/ – THE UNSTRESSED SCHWA

This sound is used in unstressed syllables. The following words contain both the stressed and the unstressed schwa. Listen:

/ə, ʌ/	/ʌ, ə/	/ʌ, ə/
above	sudden	trouble

Repeat these words:

adult	conduct	cousin
adjust	enough	husband
among	result	oven

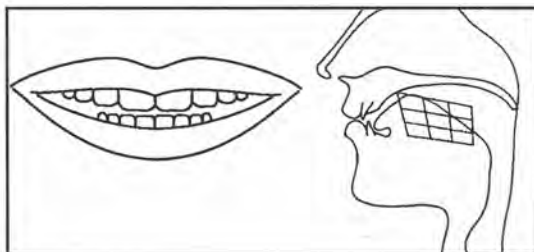
SYNONYMS – Practice the schwa vowel, stressed and unstressed, in synonyms. After you hear A and B, repeat B.

A	B	A	B
carpet	rug	allow for	budget
confidence	trust	a pair	a couple
		difficulty	trouble

After you hear A, you say B. Then listen to the model.

A		B
<i>amount</i>	—	<i>sum</i>
<i>amusement</i>	—	<i>fun</i>
<i>finished</i>	—	<i>done</i>

A		B
<i>fortune</i>	—	<i>luck</i>
<i>haste</i>	—	<i>rush</i>



TO PRODUCE: With your lips retracted, raise your tongue high and shift it forward slightly. Feel your tongue sides press against the upper sides of your mouth as you produce this long vowel sound.

Listen:

—	—	—	—	—	—
beat/beet	bead	be/bee	feet/fete	feed	fee

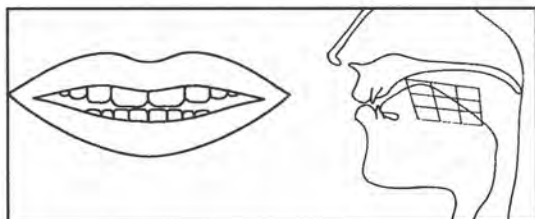
Practice the vowel /i/ as you focus on length. Repeat:

keep — keen — key	seek — seam/seem — sea/see
neat — need — knee	teach — team — tea/tee

The following words contain both the vowel /i/ and the *schwa*. Repeat:

/i, ə/	/i, ə/	/ə, i/	/ə, i/
—	—	—	—
decent	reason	appeal	complete
even	recent	appear	machine
evil	season	believe	police

I



TO PRODUCE: With your lips retracted very slightly, raise your tongue mid-high in front so that its sides touch the upper side teeth. Keep the tongue relaxed.

To find the right placement for /ɪ/, move your tongue between vowels /i/ and /ə/.

This vowel occurs frequently in English speech. It is a new sound for many non-native speakers of the language. Listen:

hit hid

lit lid

wit win

Practice /ɪ/ as you focus on its length. Repeat:

it in

hint him

mitt mid

sit sin

SYNONYMS - Practice the vowel /ɪ/ in synonyms. After you hear A, and B, repeat B.

A	B
<i>boundary</i>	limit
<i>danger</i>	risk
<i>large</i>	big

A	B
<i>occupied</i>	busy
<i>terminate</i>	finish
<i>intimidate</i>	inhibit

This time after you hear A, you say B. Then listen to the model.

A	B
<i>excavate</i>	dig
<i>strike</i>	hit

A	B
<i>smooch</i>	kiss
<i>wealthy</i>	rich

	/i/	/ɪ/
LENGTH:	LONG	SHORT
TONGUE:	High in front, tensed	Less high in front, relaxed
LIPS:	Retracted	Less retracted


Contrast: /i/ – /ɪ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

deed ___ did ___ feet ___ fit ___ heat ___ hit ___

Answers: deed fit hit

Practice words and sentences with both vowels /i/ and /ɪ/. Repeat, and listen again to the sentence each time.

bean – been	The <u>bean</u> has <u>been</u> planted.	
is – ease	It <u>is</u> done with <u>ease</u> .	
sit – seat	Let's <u>sit</u> in that <u>seat</u> .	
did – deed	Who <u>did</u> that <u>deed</u> ?	
will – wheel	I <u>will</u> turn the <u>wheel</u> .	
fit – feet	Will they <u>fit</u> your <u>feet</u> ?	
it – eat	<u>It</u> will not <u>eat</u> .	

Practice alternating between vowels /ɪ/ and /i/ in sentences. Feel your tongue relax for /ɪ/ and tense for /i/. Repeat:

He did eat it.	/i, ɪ, i, ɪ/	He will need his jeans.	/i, ɪ, i, ɪ, i/
He will meet his niece.	/i, ɪ, i, ɪ, i/	Steve will leave it clean.	/i, ɪ, i, ɪ, i/
Did she give me this?	/ɪ, i, ɪ, i, ɪ/	Will he fill these bins?	/ɪ, i, ɪ, i, ɪ/

ANTONYMS - Practice contrasting vowels /ɪ/and /i/ in antonyms. After you hear A, select its antonym in B. You will hear a model after.

A	B	A	B
arrive ___	live/leave	head ___	fit/feet
didn't ___	did/deed	die ___	live/leave
poor ___	rich/reach	unfit ___	fit/feet

Answers: arrive - leave didn't - did poor - rich head - feet die - live unfit - fit

	/ɪ/	/ʌ/
LENGTH:	SHORT	SHORT
TONGUE:	High in front and relaxed	Centered and relaxed
LIPS:	Slightly retracted	Neutral


Contrast: /ɪ/ – /ʌ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

been ___ bun ___ him ___ hum ___ sin ___ son/sun ___

Answers: been him sin

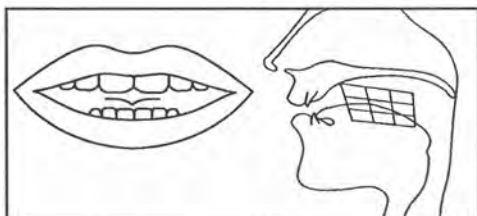
Repeat these words and sentences. Listen again to the sentence each time.

big – bug How big is the bug? 
 him – hum I heard him sing and hum.
 win – one Win that one.
 tin – ton The tin weighs a ton.

Practice words with both vowels /ɪ/ and /ə/. Repeat:

/ə,ɪ/	/ɪ,ə/
	
admit commit unfit	minute timid women

ɛ



TO PRODUCE: Position your tongue mid-high in front and slightly forward. Keep your lips neutral.

Listen:

— — — — — —
 bent bend debt dead let led

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Practice the vowel /ε/ as you focus on vowel length. Repeat:

meant – mend
pet – pen

spent – spend
went – wed

SYNONYMS – Practice the sound /ε/ in synonyms. After you hear A, you say B. You will hear a model after.

A

convey

B

send

curve

bend

finest

best

A

permit

B

let

untidy

messy

vacant

empty

	/ε/	/ʌ/
LENGTH:	SHORT	SHORT
TONGUE:	Mid high, relaxed	Centered, relaxed
LIPS:	Neutral	Neutral

Contrast: /ε/ – /ʌ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

bet ___ but ___ jest ___ just ___ must ___ messed ___

Answers: bet just must

Repeat the following words and sentences:


rest I need to rest. rust The metal has rust.

met We have never met. mutt The dog is a mutt.

net They fish with a net. nut Don't act like a nut.

Practice words containing both the vowel /ε/ and the schwa. Repeat:

/ə,ε/



address

affect

again

collect

/ə,ε/



connect

offend

select

upset

/ε,ə/



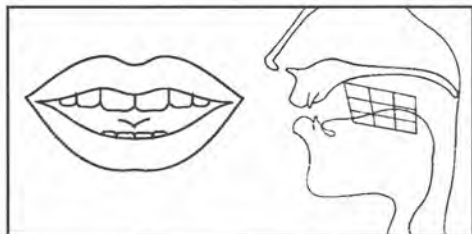
credit

debit

merit

template

æ



TO PRODUCE: With your tongue relaxed and its middle raised mid-high, lower your jaw slightly. Press down both the back and the front of the tongue. Keep your lips neutral.

Listen:

— — — — — —
can't can map man rank rang

Practice /æ/ as you focus on its length. Repeat:

mat – mad tank – tan rat – ram sank – sang

SYNONYMS – Practice the vowel /æ/ in synonyms. After you hear A and B, repeat B.

A	B
<i>chuckle</i>	laugh
<i>deficiency</i>	lack
<i>evil</i>	bad

A	B
<i>father</i>	dad
<i>obese</i>	fat
<i>prohibit</i>	ban

This time after you hear A, you say B. You will hear a model after.

A	B
<i>angry</i>	___ mad
<i>applaud</i>	___ clap

A	B
<i>money</i>	___ cash
<i>unhappy</i>	___ sad

	/ɛ/	/æ/
LENGTH:	SHORT	SHORT
TONGUE:	Mid high, relaxed.	Centered and relaxed, low in front and in back.
LIPS:	Neutral	Neutral


Contrast: /ɛ/ – /æ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

head ___ had ___ send ___ sand ___ ten ___ tan ___

Answers: had send tan

Repeat these words and sentences. Listen again to the sentence each time.

guess – gas	I <u>guess</u> the car needs <u>gas</u> . 
head – had	The <u>head</u> of the group <u>had</u> left.
men – man	Two <u>men</u> or one <u>man</u> ?
pen – pan	The <u>pen</u> is by the <u>pan</u> .
said – sad	They <u>said</u> it was <u>sad</u> .

	/æ/	/ʌ/
LENGTH:	SHORT	SHORT
TONGUE:	High in middle, relaxed & low in front and in back.	Centered and relaxed.
LIPS:	Neutral	Neutral

Contrast: /æ/ – /ʌ/


Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

bat ___ but ___ cap ___ cup ___ mast ___ must ___

Answers: bat cap mast

Repeat the following words and sentences. Listen to the sentence again each time.



bat – but	The <u>bat</u> can hear <u>but</u> not see. 
cap – cup	The <u>cap</u> is by that <u>cup</u> .
cat – cut	The <u>cat</u> will <u>cut</u> the string.
lack – luck	That team has a <u>lack</u> of <u>luck</u> .
must – mast	A sailboat <u>must</u> have a <u>mast</u> .
ran – run	I <u>ran</u> and I will <u>run</u> again.



SYNONYMS - Contrast /æ/ with /ʌ/ in synonyms. After you hear A and B, repeat B.

A	B
<i>container</i>	<i>can</i>
<i>crumble</i>	<i>crush</i>

A	B
<i>collapse</i>	<i>crash</i>
<i>particle</i>	<i>crumb</i>

This time after you hear A, you say B. You will hear a model after.

A	B
<i>reckless</i>	<i>rash</i>
<i>hurry</i>	<i>rush</i>

A	B
<i>jogged</i>	<i>ran</i>
<i>jog</i>	<i>run</i>

Practice words containing both the vowel /æ/ and the schwa. Repeat:

/æ,ə/

—
•
asset
happen
salad
talent

/ə,æ/

—
•
attach
attack
command
Japan

Listen carefully to the statements and answer the questions. You will hear a model after each response.

He spilled a cup of water on his cap.

How much water did he spill?
On what?

— *A cup.*
— *His cap.*

He has a mutt. It is named Matt.

What does he have?
What is its name?

— *A mutt.*
— *Matt.*

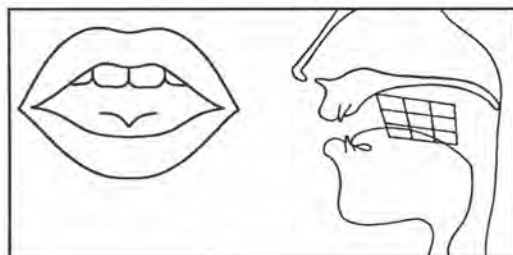


She called Dan when she was done.

Whom did she call?
When?

— *Dan.*
— *When she was done.*

a



TO PRODUCE: Lower your jaw, as you press down slightly the back of your tongue. Keep your lips relaxed and neutral.

Listen:

got gone

hot hall

lot log

Practice /a/ as you focus on its length. Repeat:

cop – call
jot – job

not – nod
pot – pond

rock – rod
top – tall

Each word group contains /a/ and the schwa. Repeat:

/a,ə/

common
honest
office
promise

/ə,a/

o'clock
upon
along
belong

SYNONYMS – Practice the sound /a/ in synonyms. Upon hearing A and B, say B.

A	B
<i>blemish</i>	spot
<i>corrupt</i>	rotten
<i>suitable</i>	proper

A	B
<i>timely</i>	prompt
<i>truthful</i>	honest

This time upon hearing A, you say B. Then listen to the model.

A	B
<i>cry aloud</i>	sob
<i>steal</i>	rob

A	B
<i>highest</i>	top
<i>stone</i>	rock

	/ɑ/	/æ/
LENGTH:	SHORT	SHORT
TONGUE:	Low in back, relaxed	Mid-high and relaxed
JAW:	Lowered	Lowered slightly
LIPS:	Neutral	Neutral

Contrast: /ɑ/ – /æ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?


hot __ hat __

pot __ Pat __

on __ Ann __

Answers: hat pot Ann

Now practice both sounds /æ/ and /ɑ/ in one sentence. Repeat and then listen again to the sentence each time.

Ann – on Ann is on the phone. 
 hot – hat It's too hot to wear a hat.
 not – gnat That insect is not a gnat.
 Pat – pot Pat made a pot of tea.
 rock – rack Try not to rock the rack.
 Ron – ran Ron and I ran.

Listen carefully to the following statements and answer the questions. You will hear a model after each response.

He took off his hat, because the weather was hot.

What did he take off? __ His hat.
 How was the weather? __ Hot.

She washed the pot, and Pat dried it.

What did she wash? __ The pot.
 Who dried it? __ Pat.

The rack was light, but the rock was heavy.

What was light? __ The rack.
 What was heavy? __ The rock.

	/ɑ/	/ʌ/
LENGTH:	SHORT	SHORT
TONGUE:	Low in back, relaxed	Central and relaxed
JAW:	Lowered	Central
LIPS:	Neutral	Neutral

Contrast: /ɑ/ – /ʌ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

got__ gut __ hog__ hug __ not__ nut __

Answers: gut hog not

Repeat these words and sentences. Then listen to the sentence again each time.

boss – bus My boss takes the bus.
 hug – hog Can you hug a big hog?
 hot – hut It was hot inside the hut.
 not – nut I could not crack the nut.
 color – collar What color is the collar?



Listen carefully to the following statements and answer the questions. You will hear a model after each response.

He talked with his boss, as he waited for the bus.

With whom did he talk? ___ *His boss.*
 What was he waiting for? ___ *The bus.*

They stayed in the hut, when the weather was hot.

Where did they stay? ___ *In the hut.*
 How was the weather? ___ *Hot.*



She called Don when she was done.

Whom did she call? ___ *Don.*
 When? ___ *When she was done.*

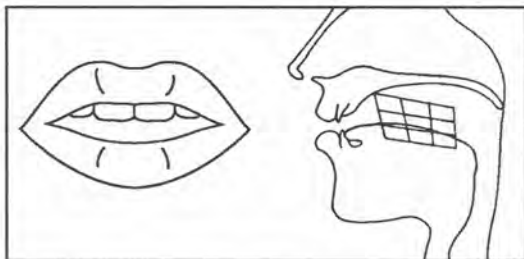
The collar was torn, and the color was faded.

What was torn? ___ *The collar.*
 What was faded? ___ *The color.*

/ɔ/ versus /ɑ/

English dictionaries make a distinction between these vowels, and both vowels are used widely in the Eastern and Southern regions of the United States. In the Midwest and Western regions, including California, however, the vowel /ɑ/ is used instead of /ɔ/ in many words.

In audio exercises accompanying this book, you will hear the vowel /ɑ/ used predominantly.

ɔ

TO PRODUCE: Lower your jaw and slightly raise your tongue in back to mid-high. Round your lips slightly.

Listen:

—
bought—
bond—
colt—
cold—
lawn—
law

Practice the vowel /ɔ/ as you focus on its length. Repeat:

walk wall

salt song

pause paw

wrong raw

SYNONYMS - Practice the vowel /ɔ/ in synonyms. Upon hearing A and B, repeat B.

A

*aged**agree*

B

old

conform

A

*form**increased*

B

mold

more

This time upon hearing A, you say B. Then listen to the model.

A

*chilly**combat*

B

— *cold*— *war*

A

*entrance**once more*

B

— *door*— *encore*

Contrast: /ɔ/ – /ʌ/

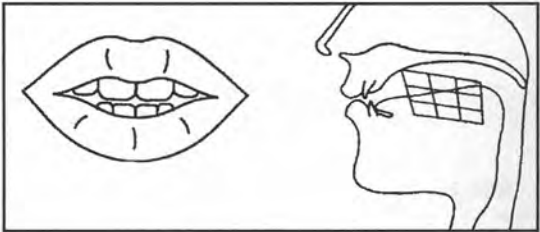
Can you differentiate between these sounds? Listen to a pair of words. You will hear one word again. Which is it?

bought ____ but ____ caught ____ cut ____ dawn ____ done ____

Answers: bought cut done

Repeat these words and sentences:

caught The criminal was caught. cut The prices were cut.
dawn I woke up before dawn. done What have you done?
cough I heard someone cough. cuff The shirt has a dirty cuff.



TO PRODUCE: Raise your tongue in back so that its sides touch the upper sides of your mouth. Keep the tongue relaxed. Round your lips. Produce a short vowel sound.

Listen:

____ ____ ____ ____ ____ ____
cook could foot full put pull

Repeat these words:

book took cookie
shook wood cooking
stood wool looking

SYNONYMS -Practice the vowel /ʊ/ in synonyms. Upon hearing A and B, repeat B.

A
engine cover
pad

B
hood
cushion

A
shrub
stream

B
bush
brook

This time, upon hearing A, you say B. Then listen to the model.

A
drag
glance

B
____ pull
____ look

A
shove
lady

B
____ push
____ woman

Practice the vowel /ʊ/ in sentences. Repeat, and then listen again.

Could you put the book here?



He took the cookie.

Would you look for a good cook?

It looks like it could be full.

Contrast: /ʊ/ – /ʌ/ schwa

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

book ____ buck ____ look ____ luck ____ tuck ____ took ____

Answers: book look took

Repeat these words and sentences:

buck Is a dollar a buck?

luck I wish you luck.

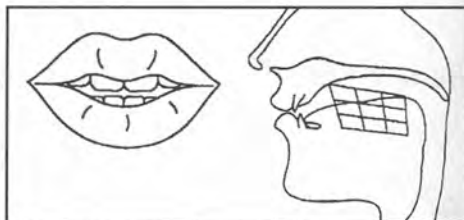
tuck Tuck in your shirt.

book Did you read the book?

look Take a good look.

took I took the shirt.

u



TO PRODUCE: Raise your tongue high from the middle to the back, and tense it slightly so that its sides press lightly against the upper sides of your mouth. Round your lips. Produce a long vowel.

Listen:

— — — — —
duke doom do suit soon sue

Practice /u/ as you focus on its length. Repeat:

noose news knew hoop whom who

Say the vowel /u/ twice in phrases. Repeat:

Do two. New shoes. You do.
Due soon. Too soon. Who moved?

SYNONYMS –Practice the vowel /u/ in synonyms. Upon hearing A and B, repeat B.

A	B	A	B
double	two	fresh	new
evidence	clue	unrefined	crude

This time after hearing A, you say B. Then listen to the model.

A	B	A	B
naked	— nude	tossed	— threw
noon time	— noon	select	— choose

Practice word groups containing the vowel /u/ plus another vowel. Repeat:

/ə,u/

·
assume
balloon

/ɪ,u/

·
issue
tissue

/ɪ,u/

·
remove
renew

	<i>/u/</i>	<i>/ʊ/</i>
LENGTH:	LONG	SHORT
TONGUE:	High in back and tensed.	Mid-high in back and relaxed.
LIPS:	Slightly rounded	Less rounded

Contrast: /u/ – /ʊ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

Luke ___ look ___ pool ___ pull ___ suit ___ soot ___

Answers: look pool suit

Practice using sounds /u/ and /ʊ/ in the following phrases. Repeat:

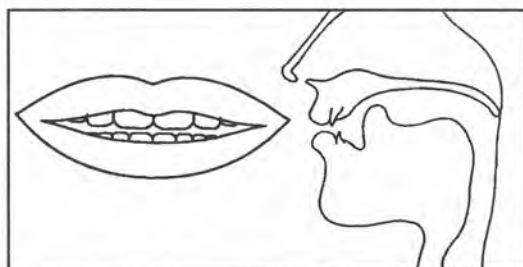
/u, u/

New wool.
Too full.
Who took?
You cook.

/ʊ, u/

Could do.
Cook soon.
Took two.
Good food.

ə



There is a stressed version as well as an unstressed version of this sound.

TO PRODUCE: Arch your tongue high in the middle with its sides touching the upper sides of your mouth. Draw the tongue tip backward, keeping the lips relaxed.

DO NOT touch any part of your mouth with the tongue tip.

The tongue remains in one position during sound /ə/. This produces a sound that is different from the consonant /r/. If you can produce /r/, prolong the sound without moving your tongue and you will say the sound /ər/.

/ʌr/ STRESSED

Listen:

—	—	—	—	—	—
hurt	heard	her	first	firm	fur

Practice /ʌr/ as you focus on its length. Repeat:

perk – perm – per surf – serve – sir work – word – were

Practice groups of words containing the vowel /ʌr/ plus another vowel. Repeat:

/ʌr, ɪ/	/ʌr, ə/	/ə, ʌr/
— •	— •	• ↘
during	perfect	alert
hurry	person	concern
jury	purchase	disturb
journey	purpose	prefer

SYNONYMS – Practice /ʌr/ in synonyms. Upon hearing A and B, repeat B.

A	B	A	B
<i>blister</i>	burn	<i>bravery</i>	courage
<i>gain</i>	earn	<i>city</i>	urban
<i>anxiety</i>	concern	<i>leniency</i>	mercy

This time upon hearing A, you say B. Then listen to the model.

A	B	A	B
<i>gentleman</i>	— <i>sir</i>	<i>solid</i>	— <i>firm</i>
<i>labor</i>	— <i>work</i>	<i>world</i>	— <i>earth</i>

Contrast: /ʌr/ – /ɛr/

For /ʌr/, the tongue stays in one position; for /ɛr/ the tongue glides from vowel /ɛ/ to /r/.

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

fur __ fair __ per __ pair __ stir __ stare __

Answers: fur pair stare

Note the contrast between the sounds /ʌr/ and /ɛr/ as you repeat word pairs.

curry – carry	furry – fairy
courage – carriage	hurry – hairy
during – daring	jury – Jerry

Repeat these words and sentences:

her	I spoke with her.	hair	I cut my hair.
fur	The cat has soft fur.	fare	How much is the bus fare?
were	That's where we were.	wear	What did you wear?
per	How much per person?	pair	Which pair of shoes?

Contrast: /ʌr/ – /ɔr/

For /ʌr/, the tongue stays in one position; for /ɔr/, the tongue glides from vowel /ɔ/ to /r/.

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

firm __ form __ shirt __ short __ were __ wore __

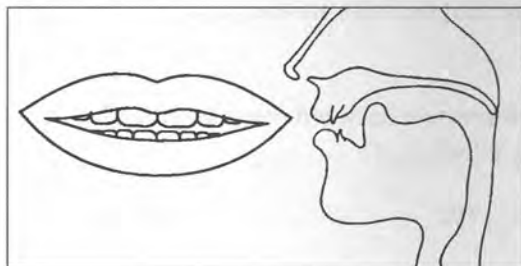
Answers: firm short wore

Repeat these words and sentences:

were	Tell me where you were.	wore	That is what I wore.
fur	The animal has soft fur.	for	What is that for?
shirt	That is a good-looking shirt.	short	That movie was short.

/ər/ – UNSTRESSED

Listen:



after
gather

bother
sister

Say these words:

dinner
effort
favor

proper
other
water

correct
direct
perhaps

When /ər/ occurs twice in a word, keep the tongue raised in one position for both occurrences. Repeat:

error
mirror
terror

emperor
laborer
terrorist

cheeseburger
hamburger

SYNONYMS. Practice the vowel /ər/ in synonyms. Upon hearing A and B, repeat B.

A
afterward
amusement
bygone

B
later
humor
former

A
not ever
preferred

B
never
better

This time after you hear A, you say B. Then listen to the model.

A
across
below

— B
over
— *under*

A
dad
mom

B
— *father*
— *mother*

THE DIPHTHONGS

A diphthong combines two vowels to create one sound. The diphthongs are all long sounds. The tongue and the mouth move from one position to another to form a diphthong, as in the following. Listen:

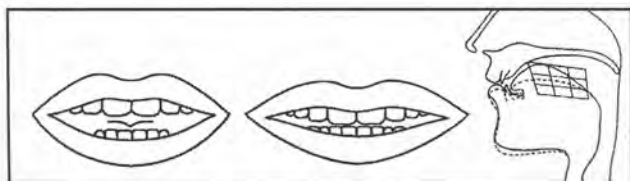
/eɪ/ gauge

/aɪ/ height

/oʊ/ dough

/aʊ/ count

eɪ



TO PRODUCE: Move from the vowel /ɛ/ to the vowel /ɪ/, raising your tongue and retracting your lips slightly. Practice moving smoothly between the two vowels until you produce diphthong /eɪ/.

If you have difficulty producing this sound before a consonant (as in date), do the following:

Break the word into parts (example: date = /deɪ + t/). Repeat the parts saying them closer and closer together, until you can say them as one word.

Listen:

rate raid ray

wait wade way

Practice /eɪ/ as you focus on its length. Repeat:

date – days – day
mate – made – may

gate – game – gay
pace – pain – pay

Repeat these phrases:

/eɪ, eɪ/

Day eight.
May wait.
Same rate.

/eɪ, eɪ/

Pay late.
Same day.
Hate waste.

/eɪ, eɪ/

They came.
Way late.
Main train.

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SYNONYMS – Practice /eɪ/ in synonyms. After you hear A and B, Repeat B.

A	B	A	B
<i>attack</i>	<i>raid</i>	<i>humiliation</i>	<i>shame</i>
<i>docile</i>	<i>tame</i>	<i>popularity</i>	<i>fame</i>

This time, after you hear A, you say B. You will hear a model after.

A	B	A	B
<i>donated</i>	_____ <i>gave</i>	<i>tardy</i>	_____ <i>late</i>
<i>flavor</i>	_____ <i>taste</i>	<i>perhaps</i>	_____ <i>maybe</i>

Practice words with both /eɪ/ and the schwa vowel. Repeat:

/ə,eɪ/	/ə,eɪ/	/ə,eɪ/
arrange	away	estate
attain	buffet	obtain
await	contain	today

	/ɛ/	/eɪ/
	A SIMPLE VOWEL	A DIPHTHONG
LENGTH:	SHORT	LONG
TONGUE:	Mid-high	Moves:
	Relaxed	• from mid-high to high in front.
		• from relaxed to slightly tense.
LIPS:	Neutral	From neutral to slightly retracted.

Contrast: /ɛ/ – /eɪ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

date ___ debt ___ main ___ men ___ wait ___ wet ___

Answers: debt main wet

Repeat these words and sentences. Listen again each time.

met – mate	He <u>met</u> his <u>mate</u> there.
wet – wait	You'll get <u>wet</u> if you don't <u>wait</u> .
get – gate	I will <u>get</u> the <u>gate</u> .
debt – date	Pay the <u>debt</u> by that <u>date</u> .
let – late	Don't <u>let</u> them be <u>late</u> .



ANTONYMS – Contrast /eɪ/ with /ɛ/ in antonyms. After you hear A and its opposite, B, repeat B.

A
release
condemn

B
press
praise

A
early
don't allow

B
late
let

After you hear A, you say its opposite, B. Then listen to the model.

A
east
preserve

B
west
waste

A
dry
proceed

B
wet
wait

Listen carefully to the statements and then answer the questions. You will hear a model after each response.

She opened the gate to get in.

What did she open?
What for?

___ The gate.
___ To get in.

The debt is due on that date.

What is due?
When?

___ The debt.
___ On that date.

Repeat these phrases with both sounds /eɪ/ and /ɛ/:

/eɪ, ɛ/

Day ten.
Eight men.
Wait there.

/eɪ, ɛ/

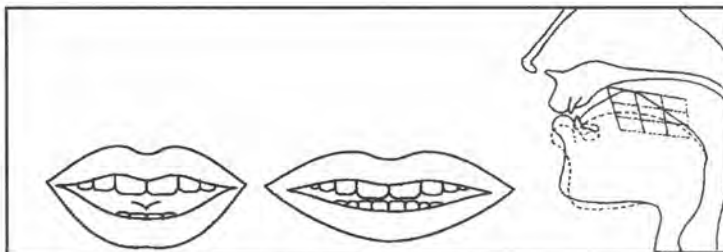
Pay then.
Say when.
They said.

ai

TO PRODUCE: Begin with your tongue slightly low in the center, and raise it into the vowel /ɪ/. As you raise your jaw, retract your lips slightly.

If you find this vowel especially difficult to produce when it is followed by a consonant, as in *time* or *like*, do the following:

Break the words into parts, (Example: *time* = /taɪ + m/). Repeat the two parts closer and closer together, until you can say them as one word.



Listen:

ice I'm eye

bite buys buy

Practice /aɪ/ as you focus on its length. Repeat:

dice – dime – die/dye
light – lied – lie

type – time – tie
cite/site/sight – side/sighed – sigh

Repeat these phrases:

/aɪ, aɪ/

Fine time.
Right side.

/aɪ, aɪ/

Like mine.
Right kind.

/aɪ, aɪ/

I might.
Try mine.

Practice words with both /aɪ/ and the schwa /ə/. Repeat:

/ə, aɪ/

alike
alive

/ə, aɪ/

comply
polite

/aɪ, ə/

final
rival

SYNONYMS - Practice /aɪ/ in synonyms. After you hear A and B, repeat B.

A B
bashful shy
detect find

A B
indication sign
pleasant nice

After you hear A, you say B. Listen to the model after.

A		B
<i>purchase</i>	—	<i>buy</i>
<i>quiet</i>	—	<i>silent</i>

A		B
<i>similar</i>	—	<i>alike</i>
<i>this evening</i>	—	<i>tonight</i>

Contrast: /aɪ/ – /æ/

Repeat these words and sentences:

mine	Those are mine.	man	I saw the man.
fine	I feel fine.	fan	We need a fan.
side	It's on the right side.	sad	The movie was sad.
light	That is a bright light.	lad	A boy is called a lad.

Practice both /æ/ and /aɪ/ in these phrases. Repeat:

/æ, aɪ/

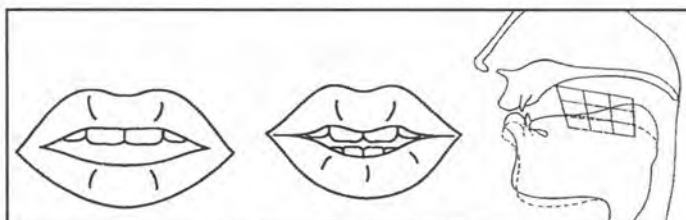
Add mine.
Sad time.

/aɪ, æ/

Fine lad.
Kind man.

OU

TO PRODUCE: Begin with your tongue low in back, and your lips rounded slightly. Then raise your tongue in back to /u/, as you round your lips more.



Listen:

—	—	—	—	—	—	—
goat	goal	go	wrote	rode	row	

The COMPREHENSIVE American Accent Guide

Repeat these words:

dope – dome – doe/dough
hope – home – hoe

note – known – know/no
soap – sewn/sown – sew/so

Repeat these phrases:

/ou, ou/

Go home.
No coat.

/ou, ou/

So slow.
Low tone.

Practice words with /ou/ and the schwa /ə/. Repeat:

/ou, ə/

—

•

focus
modem

/ou, ə/

—

•

notice
open

/ə, ou/

—

•

ago
arose

/ə, ou/

—

•

oppose
suppose

SYNONYMS - Practice /ou/ in synonyms. After you hear A and B, repeat B.

A

jacket
drench
near

B

coat
soak
close

A

out of money
false
understand

B

broke
phony
know

Contrast: /ou/ - /a/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

hole ___ hall ___ note ___ not ___ rote/wrote ___ rot ___

Answers: hall not wrote

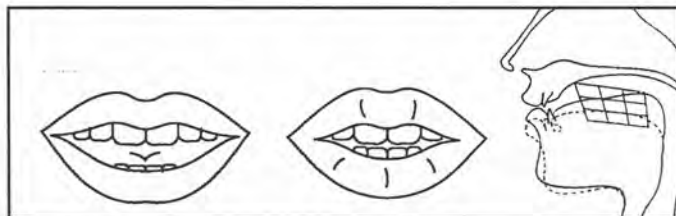
Repeat these words and sentences. Listen again after each sentence.

John – Joan
rod – road
won't – want
note – not
coat – cot

He is John, and she is Joan.
There was a rod on the road.
I won't go unless I want to.
The note is not there.
The coat is on the cot.

	/ou/	/a/
	DIPHTHONG	SIMPLE VOWEL
LENGTH:	LONG	SHORT
TONGUE:	Moves from mid high to high in back / relaxed.	Low in back / relaxed.
LIPS:	Rounded to more rounded.	Neutral

au



TO PRODUCE: Begin with your jaw lowered, your tongue low in the middle, and your lips relaxed. Then move into vowel /u/ or /ʊ/, raising your jaw and tongue and rounding your lips.

Listen:

bound bow noun now sound sow

Repeat these words:

bout – bowed
route – round
out – owl

drought – drown
doubt – down
house – how

Repeat these phrases:

/au, au, au/

Count down now.
Found out how.

/au, au, au/

Count out loud.
Sounds how loud?

Practice words that contain both the schwa /ə/ and /au/. Repeat:

/ə, au/

about
account
allowed

/ə, au/

amount
announce
around

SYNONYMS – Practice the diphthong /au/ in synonyms. After you hear A and B, repeat B.

A B
distrust *doubt*
tone *sound*

A B
let *allow*
encircle *surround*

The COMPREHENSIVE American Accent Guide

This time after you hear A, you say B. Then listen to the model.

A B
circular ___ *round*
city ___ *town*

A B
noisy ___ *loud*
yell ___ *shout*

Contrast: /au/ – /ou/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

	/au/	/ou/
	DIPHTHONG	DIPHTHONG
LENGTH:	LONG	LONG
TONGUE:	Moves from low to high in back / relaxed.	Moves from mid-high to high in back / relaxed.
LIPS:	Go from neutral to rounded.	Go from rounded to more rounded.

found ___ phoned ___ now ___ know/no ___ town ___ tone ___

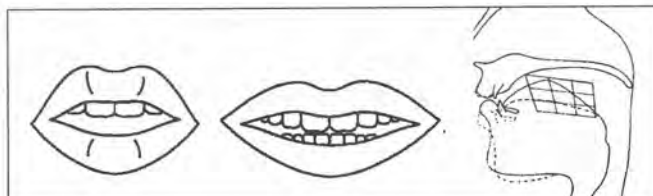
Answers: phoned know/no town

Repeat these words and sentences. Listen again to the sentence each time.

found – phoned I found out who phoned. ↻
hose – house The hose is by the house.
how – hoe How do I hoe the garden?
now – know Now I know.

OI

TO PRODUCE: Begin with your tongue low in back and your lips rounded. Then raise your tongue high in front and retract your lips, as for vowel /i/ or /I/.



Listen:

___ ___
boil boy

___ ___
join joy

Repeat these word pairs:

coil – coy

soil – soy

toil – toy

Practice words with the schwa /ə/ and /ɔɪ/. Repeat:

/ə, ɔɪ/

annoy
appoint
avoid

/ə, ɔɪ/

destroy
enjoy
employ

SYNONYMS – Practice /ɔɪ/ in synonyms. After you hear A and B, repeat B.

A
attach
damp

B
join
moist

A
male child
option

B
boy
choice

This time, after you hear A, you say B. Then listen to the model.

A
gladness *joy*
celebrate *rejoice*

A
tip *point*
bother *annoy*

Conversational Exercise:

Practice pronouncing the vowels and diphthongs in connected speech. Shadow the speaker in the following conversational exercise.

Traveling is undoubtedly one of the most enjoyable things you can do, provided you avoid common mistakes. First, if you are traveling by car, be sure you fill your car with gas before you leave and, of course, make sure the oil is at the right level. Next, check your tires. If the air pressure is low, fill your tires to the higher level recommended by the manufacturer. You may need to bring a map to read in case you lose your way. Also, be sure to obey all the traffic laws along your route. One rule to remember is that red means "stop," and green means "go." Try not to drive when you're tired. If you feel drowsy, pull over to the side of the road and rest, or let someone else drive. It's the smartest advice on how get to where you are going, safe and sound.

BONUS EXERCISES

Practice the diphthongs: In the following phrases each word contains a diphthong. Say the phrase aloud.

They go out.

I know how.

So I know.

I owe eight.

No way out.

How they go.

Say why now.

I know why.

Why buy now?

The correct IPA spelling: Select the correct pronunciation for the underlined words.

Pronunciation /i/ or /ɪ/?

- | | |
|--|--|
| 1. Where have you <u>been</u> ? /bɪn/ ____ /bin/ ____ | 5. Did the gloves <u>fit</u> ? /fɪt/ ____ /fit/ ____ |
| 2. What <u>did</u> you do there? /dɪd/ ____ /did/ ____ | 6. Did the <u>heat</u> melt the ice? /hɪt/ ____ /hit/ ____ |
| 3. How <u>is</u> your mother? /ɪz/ ____ /iz/ ____ | 7. Did you save me a <u>seat</u> ? /sɪt/ ____ /sit/ ____ |
| 4. <u>Eat</u> your vegetables. /ɪt/ ____ /it/ ____ | 8. When <u>will</u> you arrive? /wɪl/ ____ /wil/ ____ |

Answers: 1. /bɪn/ 2. /dɪd/ 3. /ɪz/ 4. /ɪt/ 5. /fɪt/ 6. /hɪt/ 7. /sɪt/ 8. /wɪl/

Pronunciation /ɛ/ or /æ/?

- | | |
|--|--|
| 1. I slept in a soft <u>bed</u> . /bɛd/ ____ /bæd/ ____ | 4. There are groceries in the <u>bag</u> . /bæg/ ____ /bæɡ/ ____ |
| 2. The car needs <u>gas</u> . /ɡɛs/ ____ /ɡæs/ ____ | 5. First I stood, and then I <u>sat</u> . /sɛt/ ____ /sæt/ ____ |
| 3. I wrote with a black <u>pen</u> . /pɛn/ ____ /pæn/ ____ | 6. The news was very <u>sad</u> . /sɛd/ ____ /sæd/ ____ |

Answers: 1. /bɛd/ 2. /ɡæs/ 3. /pɛn/ 4. /bæg/ 5. /sæt/ 6. /sæd/

Pronunciation /æ/ or /ʌ/?

- | | |
|--|--|
| 1. She wore a red <u>cap</u> . /kæp/ ____ /kʌp/ ____ | 5. You <u>must</u> see that movie. /mæst/ ____ /mʌst/ ____ |
| 2. Did you wear a <u>hat</u> ? /hæt/ ____ /hʌt/ ____ | 6. We had <u>fun</u> at the party. /fæn/ ____ /fʌn/ ____ |
| 3. I wish you good <u>luck</u> . /læk/ ____ /lʌk/ ____ | 7. That's a baseball <u>bat</u> . /bæt/ ____ /bʌt/ ____ |
| 4. I liked it very <u>much</u> . /mætʃ/ ____ /mʌtʃ/ ____ | |

Answers: 1. /kæp/ 2. /hæt/ 3. /lʌk/ 4. /mʌtʃ/ 5. /mʌst/ 6. /fʌn/ 7. /bæt/

Pronunciation /ʌ/ or /ɑ/?

- | | |
|---|---|
| 1. It walks like a <u>duck</u> . /dʌk/ ____ /dɑk/ ____ | 5. I <u>hug</u> my mother. /hʌɡ/ ____ /hɑɡ/ ____ |
| 2. I was <u>done</u> by noon. /dʌn/ ____ /dɑn/ ____ | 6. Blue is my favorite <u>color</u> . /kʌlər/ ____ /kɑlər/ ____ |
| 3. We have <u>got</u> to go. /ɡʌt/ ____ /ɡɑt/ ____ | 7. An almond is a kind of <u>nut</u> . /nʌt/ ____ /nɑt/ ____ |
| 4. I like to <u>jog</u> for exercise. /dʒʌɡ/ ____ /dʒɑɡ/ ____ | 8. It was a <u>hot</u> summer day. /hʌt/ ____ /hɑt/ ____ |

Answers: 1. /dʌk/ 2. /dʌn/ 3. /ɡɑt/ 4. /jɑɡ/ 5. /hʌɡ/ 6. /kʌlər/ 7. /nʌt/ 8. /hɑt/

Which IPA symbol represents the vowel or diphthong in each of the following words?

/i/, /ɪ/, /eɪ/, /ɛ/, /æ/, /ɑ/, /ou/, /aɪ/, /au/, /ɔ/, /ɔɪ/

- | | | | | | |
|--------------|--------------|-------------|--------------|---------------|---------------|
| 1. hot ____ | 3. high ____ | 5. hat ____ | 7. hair ____ | 9. hate ____ | 11. heal ____ |
| 2. home ____ | 4. hold ____ | 6. hit ____ | 8. how ____ | 10. head ____ | 12. ham ____ |

Answers:

1. /ɑ/ 2. /ou/ 3. /aɪ/ 4. /ɔ/ 5. /æ/ 6. /ɪ/ 7. /ɛ/ 8. /au/ 9. /eɪ/ 10. /ɛ/ 11. /i/ 12. /æ/

Practice the IPA symbols for simple vowels & diphthongs:

Identify the words written in IPA symbols.

- | | | | | | | |
|-----------|----------|-----------|------------|------------|------------|-----------|
| 1. /wɛt/ | 5. /waɪ/ | 9. /bæt/ | 13. /beɪs/ | 17. /taɪm/ | 21. /daʊn/ | 25. /hɪt/ |
| 2. /bɔɪl/ | 6. /sɛd/ | 10. /weɪ/ | 14. /sæd/ | 18. /ʃaɪ/ | 22. /daɪl/ | 26. /dɛd/ |
| 3. /hɪm/ | 7. /haʊ/ | 11. /hu/ | 15. /peɪ/ | 19. /kɔld/ | 23. /haɪ/ | 27. /lɛt/ |
| 4. /nou/ | 8. /ʃou/ | 12. /mɪn/ | 16. /tɔɪ/ | 20. /mæd/ | 24. /kəʊt/ | 28. /ɡʊd/ |

Correct:

- | | | | | | | |
|------------|---------|---------------|----------|----------|----------|----------|
| 1. wet | 5. why | 9. bat | 13. base | 17. time | 21. down | 25. hit |
| 2. boil | 6. said | 10. way/weigh | 14. sad | 18. shy | 22. dial | 26. dead |
| 3. him | 7. how | 11. who | 15. pay | 19. cold | 23. high | 27. late |
| 4. know/no | 8. show | 12. mean | 16. toy | 20. mad | 24. coat | 28. good |

Write the IPA symbol of the vowel sound contained in each word.

For example: bat /æ/ bed /ɛ/

- | | | | | |
|---------|---------|----------|----------|-----------|
| 1. boat | 5. bay | 9. boot | 13. but | 17. bed |
| 2. beat | 6. bird | 10. born | 14. ball | 18. bull |
| 3. out | 7. cat | 11. date | 15. type | 19. put |
| 4. deed | 8. did | 12. cow | 16. toy | 20. phone |

Correct:

- | | | | | |
|-------|-------|--------|--------|--------|
| 1. ɒʊ | 5. eɪ | 9. u | 13. ʌ | 17. ɛ |
| 2. i | 6. ʌr | 10. ɔ | 14. ɑ | 18. ʊ |
| 3. aʊ | 7. æ | 11. eɪ | 15. aɪ | 19. ʊ |
| 4. i | 8. ɪ | 12. aʊ | 16. ɔɪ | 20. ɒʊ |

Compare tongue position for simple vowels & diphthongs:Say the words in each set and compare the positioning of your tongue for the vowel sounds.
Which vowel sound is produced more at the front in the mouth.

- | | | | |
|----------------|----------------|---------------|------------------|
| 1. bet - boot | 4. boat - beat | 7. lot - let | 10. cat - caught |
| 2. feet - foot | 5. put - pat | 8. tip - top | 11. knee - now |
| 3. hate - hot | 6. we - woe | 9. how - high | 12. came - comb |

Correct:

- | | | | |
|---------|---------|---------|----------|
| 1. bet | 4. beat | 7. let | 10. cat |
| 2. feet | 5. pat | 8. tip | 11. knee |
| 3. hate | 6. we | 9. high | 12. came |

Say the words in each set and compare the positioning of your tongue for the vowel sound.
Which vowel sound is produced higher in the mouth?

- | | | | |
|---------------|------------------|---------------|----------------|
| 1. see - saw | 4. boot - bought | 7. bet - boat | 10. lot - let |
| 2. rot - root | 5. late - lot | 8. saw - see | 11. sit - sat |
| 3. put - pot | 6. fought - feet | 9. meet - mat | 12. mud - mood |

Correct:

- | | | | |
|---------|---------|---------|----------|
| 1. see | 4. boot | 7. bet | 10. let |
| 2. root | 5. late | 8. see | 11. sit |
| 3. put | 6. feet | 9. meet | 12. mood |

MINIMAL PAIRS

SIMPLE VOWELS / DIPHTHONGS

/i/ – /ɪ/

bead - bid	Gene/Jean - gin	kneel - nil	peel/peal - pill	steal - still
bean - been/bin	greed - grid	lead - lid	reach - rich	team/teem - Tim
beat/beet - bit	green - grin	leak/leek - lick	read/reed - rid	teen - tin
cheap - chip	greet - grit	leap - lip	ream - rim	weak/week - wick
deed - did	heal/heel - hill	least - list	reap - rip	wean - win
deem - dim	heap - hip	leave - live	scene/seen - sin	weep - whip
deep - dip	heat - hit	meal - mill	seal - sill	we'll/wheel - will
deeper - dipper	heed - hid	meat/meet - mitt	seat - sit	wheat - wit
feast - fist	he's - his	neat - knit	seek - sick	
feel - fill	jeep - gyp	peach - pitch	sheep - ship	
feet/fete - fit	keen - kin	peak/peek - pick	sleep - slip	

/ɪ/ – /ʌ/

bin - bun	fin - fun	knit - nut	pick - puck	tick - tuck
bit - but	him/hymn - hum	live - love	pin - pun	tin - ton
did - dud	hint - hunt	missed - must	sin - sun	tryst - trust
dig - Doug/dug	kissed - cussed	mitt - mutt	spin - spun	wrist - rust

/ɪ/ – /ɛ/

bid - bed	did - dead	Jill - gel	mitt - met	whipped - wept
big - beg	fill - fell	knit - net	pit - pet	will - well
bill - bell	hid - head	lid - lead/led	sill - sell	wit - wet
bin - Ben	hill - hell	lit - let	sit - set	wrist - rest
bit - bet				

/ɛ/ – /ʌ/

bed - bud	desk - dusk	kept - cupped	net - nut	rest - rust
best - bust	fend - fund	many - money	pen - pun	ten - ton
bet - but	get - gut	messed - must	rent - runt	
den - done	jest - just	met - mutt	guessed /guest - gust	

MINIMAL PAIRS ...continued

/ɛ/ - /æ/

bed - bad	fed - fad	left - laughed	pest - past	ten - tan
bend - band	fend - fanned	lend - land	pet - pat	tend - tanned
bet - bat	gem - jam	less - lass	rent - rant	text - taxed
better - batter	guess - gas	men - man	said - sad	trek - track
blend - bland	guest - gassed	mesh - mash	send - sand	vest - vast
blessed - blast	head - had	met - mat	set - sat	vet - vat
dead - dad	hem - ham	net - gnat	shell - shall	wreck - rack
den - Dan	Ken - can	peck - pack	tech - tack	
dense - dance	lead/led - lad	pen - pan	temper - tamper	

/ʌ/ - /ɑ, ɔ/

bucks - box	gun - gone	cut - caught	muck - mock	shut - shot
buddy - body	gush - gosh	done - Don	nut - knot/not	slush - slosh
bum - bomb	gut - got	Doug/dug - dog	pun - pawn	spun - spawn
buss - boss	hug - hog	fun - fawn	puppy - poppy	stuck - stock/stalk
but/butt - bought	hull - haul	fund - fond	putt - pot	stump - stomp
cub - cob	hut - hot	gut - got	rub - Rob	sub - sob
cuff - cough	jug - jog	hut - hot	run - Ron	suck - sock
cup - cop	jut - jot	jug - jog	Russ - Ross	sucker - soccer
cut - cot/caught	color - collar/caller	jut - jot	rut - rot	sung - song
done - dawn	come - calm	luck - lock	scuff - scoff	thud - thawed
duck - dock	cuff - cough	lug - log	shuck - shock	tuck - talk
fun - fawn	cup - cop	lust - lost	shun - Sean/Shawn	

/æ/ - /ɑ, ɔ/

backs - box	can - con	hag - hog	map - mop	sass - sauce
bag - bog	cast - cost	hat - hot	nab - knob	sat - sought
band - bond	chap - chop	jab - job	pad - pod	shall - shawl
bass - boss	crack - crock	jag - jog	pan - pawn	smack - smock
bat - bought	crass - cross	Jan - John	pat - pot	span - spawn
batch - botch	Dan - Don/dawn	lack - lock	rack - rock	stack - stock, stalk
black - block	fan - fawn	lag - log	ramp - romp	stamp - stomp
brat - brought	fat - fought	lap - lop	ran - Ron	tack - talk
cab - cob	fax - fox	lass - loss	rat - rot, wrought	tap - top
cad - cod	gab - gob	last - lost	sack - sock	whack - walk
cap - cop	gnat - knot/not	laughed - loft	sang - song	
cat - cot, caught	hack - hock	Mack - mock	sap - sop	

MINIMAL PAIRS ...continued

/æ/ – /ʌ/

back - buck	crash - crush	ham - hum	rag - rug	tack - tuck
bag - bug	dam/damn - dumb	lack - luck	ran - run	tan - ton
bass - bus	damp - dump	lamp - lump	rant - runt	task - tusk
batter - butter	Dan - done	last - lust	shack - shuck	track - truck
cap - cup	drank - drunk	mad - mud	stack - stuck	tramp - trump
cat - cut	fan - fun	mast - must	staff - stuff	
cram - crumb	fanny - funny	pan - pun	stamp - stump	

/ɛ/ – /eɪ/

bell - bail	etch - h	kept - caped	tech - take
Ben - bane	fed - fade	men - main/mane	tell - tail/tale
best - baste/based	fell - fail	met - mate	test - taste
bled - blade	gel - jail	pen - pain	tread - trade
bread - braid	get - gait/gate	pest - paste	trend - trained
breast - braced	less - lace	press - praise	wed - wade
chest - chaste	let - late	rest - raced	well - whale/wail
debt - date	hell - hail/hale	said - Sade	west - waist/waste
Ed - aid/aide	Jen - Jane	sell - sail/sale	wet - wait
ell - ail/ale	Ken - cane	shed - shade	wren - rain

/æ/ – /aɪ/

a - I	cat - kite	lack - like	rap/wrap - ripe
ad - I'd	dad - died	Mac - Mike	rat - right/write
back - bike	dam - dime	man - mine	strap - stripe
bad - bide	fat - fight	mat - might/mite	tack - tyke
bat - bite	gram - grime	gnat - night	tap - type
canned - kind	grand - grind	pan - pine	van - vine

/aʊ/ – /oʊ/

about - a boat	doubt - dote	known - noun	sow - sew/so
bough/bow - bow/beau	drown - drone	loud - load	tout - tote
bow - bow/bough	foul - foal	now - know/no	wow - woe
clown - clone	found - phoned	out - oat	
cowl - coal	how - how	pouch - poach	
crown - crone	jowl - Joe	route - wrote	

WORD STRESS



To speak English clearly one must use proper stress on words. The way a word is stressed can affect its meaning. So it is important to focus on word stress as a part of learning to speak English clearly and effectively.

In this section, we will review some of the most basic and frequently used word-stress patterns. There are many word-stress patterns in English. Most words consist of more than one syllable, with both stressed and unstressed syllables. There are also words that consist of two words which combined, create one meaning. We will begin with these.

STRESS AND MEANING

COMPOUND WORDS

A compound word combines two words into one and creates its own meaning. A compound word may be written as one word or as two. The first is spoken with primary stress, and the second with secondary stress. Listen:

— —
bus stop

— —
freeway

— — .
newspaper

— . —
coffee shop

Repeat these compound words:

— —
airport
drive in
handshake

— —
drawback
outcome
passport

— . —
credit card
paperwork
parking lot

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In the following sets of exchanges, practice contrasting a compound word with its two component words. After you hear A and B, repeat B.

A	B
Where did you grow those plants?	In the greenhouse .
Where do they live?	In the green house .
Did you miss your family?	Yes, I was homesick .
Did you come down with the flu?	Yes, I was home sick .
Which book did you take?	I took the paperback .
What did you do?	I took the paper back .
Did you see a street sign?	No, I saw a bus stop .
Did you see a bus go by?	No, I saw a bus stop .

These sentences contain both the compound word and its component words. Repeat:

I had my hair **cut** last month, so I need another **haircut**.

She is not my **girlfriend**, she is a girl **friend**.

TWO-PART VERBS

Many idioms are two-part verbs, and many two-part verbs are idioms. A two-part verb consists of a verb and a preposition, as in *sit down* or *stand up*. Certain verb-and-preposition combinations that are two-part verbs are also compound words. The difference is in their stress patterns. In a two-part verb, it is the second word, the preposition, which is stressed. Contrast two-part verbs with compound words. Listen:

compound word		two-part verb		compound word		two-part verb
—	—	—	↘	—	—	—
checkup	—	check up		take off	—	take off
cleanup	—	clean up		takeover	—	take over

Listen to these words and sentences:

check in	Check in time is 11 a.m.....	check in	Did you check in on time?
rip off	A rip off is a theft.	rip off	To rip off is to steal.

Repeat the following:

- workout** I had a good **workout** today.
work out I work **out** at the spa.
- layoff** The company is planning a **layoff**.
lay off How many employees did they lay **off**?
- backup** Is there a **backup** copy of the letter?
back up I back **up** all my computer files.
- tryout** They are holding **tryouts** for the team.
try out She will try **out** for the play.
- check in** **Check** in time is at 11 a.m.
check in What time did you check **in**?

Some two-part verbs, like the following, can be separated. Practice saying the following two-part verbs. After you hear A and B, repeat B.

- | | |
|----------------------------------|---|
| A | B |
| Here's my phone number. | I'll <u>call</u> you up tomorrow. |
| It's a real problem! | Hope you can <u>work</u> it out . |
| Was the story true? | No, they <u>made</u> it up . |
| We should start right away. | Yes, let's not <u>put</u> it off . |

COMPOUND WORDS

deadline	handshake	credit card
drive-in	passport	overtime
freeway	pickup	paperwork
greenhouse	restroom	parking lot

See page 3.25 for more compound words.

TWO PART VERB MEANINGS

Some two-part verbs have more than one meaning. Items in A provide clues to the meanings of the two-part verbs in B.

- | | |
|---|--|
| A | B |
| It was not true. | Did they make up the story? |
| Are they still mad at each other? | No, they made up . |
| Have you decided yet? | No, I haven't made up my mind. |
| Is hard work enough? | Hard work is important, but it doesn't always make up for experience. |
-
- | | |
|---|---|
| A | B |
| I do my exercises at the gym. | I work out at the spa. |
| We found a solution. | How did you work it out ? |
| Everything went according to plan. | I'm glad everything is working out . |

TWO-PART VERBS AS IDIOMS

The following exchanges contain idioms, and most of these idioms consist of two-part verbs. If you do not know the meanings of the idioms, try to interpret them. As you do this, read the exchanges aloud in order to practice correct stress on two-part verbs.

I can't finish. It's too difficult. Don't give up, you can do it.
All right, I'll take your word for it.

I ran into Carol. Where did you see her?
At the mall. What is she up to these days?

I gave up smoking. When did you kick the habit?
Two years ago. I admire your ability to hang in
there.

I got behind on my work last week. What slowed you down?
I came down with the flu. Are you over it?
I do feel better, and I am getting caught up
on my work.

I have to take off this afternoon. Where are you off to?
I'm heading out for Chicago. What time does your plane take off?
At 2 o'clock, but I have to check in an hour early. Need a ride? I can drop you off.
Yes, I'll take you up on your offer. What time should I pick you up?

How did you come up with that idea? It wasn't really my idea, I picked
it up from a book I read.

How did you come up with those tickets
for the soccer game? I lucked out. My neighbors can't
make it, so they gave me their tickets.
If you come across any more, let me know.

That salesperson comes across as
very knowledgeable. Yes, he does seem to know what
he's talking about.

Was there a good turnout at the party? Yes. A lot of people showed up,
so it turned out well.

What would you like to take up next? I'm going to try out karate, and you?
I'd like to check out karate sometime,
but first I'm going to give yoga a try.



Prefixes and suffixes allow a word to take various forms and meanings. For example:

like	alike	likely	likeable	unlikely
likes	likeness	liking	likened	likeliest
liked	unlike	dislike	likelihood	likeliness

Prefixes and suffixes also allow the English vocabulary to continue to grow. For example,

information + commercial = infomercial
documentary + drama = docudrama

SOME COMMON PREFIXES

bi-	biweekly	bi-racial	bi-lingual
co-	co-payment	coincidence	co-signer
de-	depart	derail	detain
dis-	disappear	discover	distract
im-	immoral	immovable	impatient
in-	intake	invite	invest
mis-	misbehave	mistrust	misunderstand
out-	outcome	outdo	outperform
pre-	prehistoric	prenatal	preview
re-	react	rerun	recycle
un-	unlike	untie	unrest

See page 3.24 for a more complete list.

PREFIXES AND SUFFIXES

Many English words consist of a root word plus a prefix at the beginning or a suffix at the end. The root word is sometimes easy to identify. For example:

In *biweekly* the root word is *week*. In *co-worker*, the root word is *work*.

PREFIXES AND WORD STRESS

Prefixes are used in many English words, and they carry meaning. Most prefixes are unstressed. (Stresses on suffixes are less predictable.) When the prefix is stressed, it is often a noun; when the prefix is unstressed, it is often a verb. Although these words are spelled the same, the difference between them is made clear in spoken English by their stress patterns.

To contrast stress and pronunciation on such noun-and-verb pairs, listen:


noun		verb
—		—
•		•
object	—	object
present	—	present
produce	—	produce

Repeat these words and sentences in order to hear the contrast between nouns and verbs.

- record** – **record** That is a good **record**.
Please **record** the lecture.
- survey** – **survey** They are taking a **survey**.
They must **survey** the damage.
- conduct** – **conduct** They were rewarded for good **conduct**.
They will **conduct** a workshop.
- content** – **content** What is the **content** of the letter?
We were **content** with the outcome.

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Practice both the noun and the verb in one sentence. Repeat, and then listen again.

They might **object** if the **object** is not removed. 

They will not **permit** you to enter without a **permit**.

A farmer can **produce** a lot of **produce**.

NOUN & VERB FORMS

address	address	digest	digest	rebel	rebel	rerun	rerun
affect	affect	invite	invite	record	record	subject	subject
conduct	conduct	perfect	perfect	refuse	refuse	survey	survey
contract	contract	permit	permit	reject	reject	implement	implement
contrast	contrast	project	project	relay	relay	supplement	supplement
convert	convert						

EXCEPTIONS: Following are examples of words that serve as either nouns or verbs. In these types of words, the noun and the verb have the same stress and the same pronunciation. For example: **noun** - *That is a good purchase.* **verb** - *They will purchase it.*

copy	measure	promise	service	affect	demand
honor	notice	purchase	study	alarm	design
market	practice	sample	total	attempt	exchange

COMMON SUFFIXES

Primary stress is placed on the syllable before the following suffixes:

-ial	artificial	credential	potential
-graphy	biography	geography	photography
-ian	musician	librarian	politician
-ic	Atlantic	Pacific	specific
-ical	comical	logical	typical
-ience	patience	conscience	convenience
-ient	convenient	deficient	sufficient
-ify	justify	terrify	testify
-ily	primarily	necessarily	temporarily
-inal	criminal	terminal	original
-ion	opinion	rebellion	religion
-ional	exceptional	occasional	vocational
-ious	delicious	contagious	suspicious
-ious,-eous,-uous	envious	courageous	continuous
-ity	ability	facility	stability
-logy	apology	biology	technology

Primary stress is placed two syllables before these suffixes:

-ary	ordinary	military	necessary
-graph	autograph	paragraph	photograph
-itude/-itute	attitude	magnitude	substitute
-ise/-ize	advertise	modernize	penalize

Primary stress is placed on these suffixes:

-ee	absentee	refugee	trainee
-eer	career	engineer	volunteer
-ese	Chinese	Japanese	Portuguese
-ique	boutique	technique	unique
-ette	brunette	cassette	cigarette

SUFFIXES AND WORD STRESS

Suffixes serve to mark past tense verbs and plural nouns. Suffixes also serve to change word structure. For example:

creation: a noun *create*: a verb *creative*: an adjective *creatively*: an adverb

Meanings Determined by Stress on the Suffix

Most suffixes change a word into either a noun, a verb, an adjective, or an adverb. However, there are exceptions. Certain suffixes can denote either a noun or a verb. The difference between them is made clear in the way they are stressed. The noun is spoken with the suffix unstressed, and the verb is spoken with the suffix stressed. Listen to these examples:

adjective		verb		adjective		verb
—		—		—		—
• •		• —		• • •		• — •
alternate	–	alternate		appropriate	–	appropriate
duplicate	–	duplicate				

Repeat these words and sentences in order to contrast nouns and verbs:

associate	He is an associate of mine.
associate	Do you associate with your neighbors?
duplicate	This is a duplicate copy.
duplicate	Please duplicate this key.
estimate	Here is an estimate of the costs.
estimate	Will you please estimate the charges?
separate	Do you want separate checks?
separate	Separate them by code.
appropriate	It is not appropriate to interrupt.
appropriate	The company will appropriate the funds.

Practice both the noun and the verb in one sentence. Repeat, and then listen again.

Can you **estimate** when the **estimate** will be complete? ↻

She will **graduate** from **graduate** school next Spring.



SUFFIXES AND STRESS PLACEMENT



Meanings Determined by the Suffix



In the exercises that follow, we will practice some common suffixes. We will review general underlying rules that determine how a suffix affects word stress. We will focus on primary stress as well as on secondary stress and on reduced syllables. You will notice that pronunciation, especially of vowels, is also based on a word's stress pattern.

Most exercises provide enough examples to demonstrate predictable patterns.

-able

This suffix forms adjectives, and it does not affect stress. Listen to the following verbs and the corresponding adjectives:

verb		adjective
	–	
dispose	–	disposable



verb		adjective
	–	
manage	–	manageable

Repeat these words:

excuse – **excusable**
predict – **predictable**

market – **marketable**

EXCEPTIONS: The following are exceptions. These adjectives are pronounced either of two ways. Listen:

	or	
reparable	or	reparable
comparable	or	comparable


-ity, -ility

These suffixes form nouns. As a general rule, stress is placed on the syllable before the suffix.

Listen to this adjective and the corresponding noun formed by the suffix **-ity**.

adjective

serene

noun

serenity

Repeat these pairs:

. —

 mature / maturity
 secure / security
 sincere / sincerity



Do you live near Universe City?
 Which city?
 The place where you go to school.
 Oh yes, I live near the University.

Listen to these adjectives and the corresponding nouns formed by the suffix **-ility**:

adjective	noun
—	—
.	. ..
able	ability

adjective	noun
—	—
..	. ..
credible	credibility

To practice applying stress on long words, break the word into manageable parts, and then say the complete word.

Lets practice on the word *responsibility*. Repeat:

respon si bility
 responsi bility
 responsibility

Plural suffix: -ities

ability – abilities
 capability – capabilities
 possibility – possibilities
 responsibility – responsibilities

Repeat the following words. Listen again to the noun.

—	—	
..	. ..	↪
capable	–	capability
possible	–	possibility

—	—	
..	. ..	↪
available	–	availability
responsible	–	responsibility

—	—	
...	. ..	↪
eligible	–	eligibility

Practice suffixes in these exchanges. After you hear A and B, repeat B.

A	B
I like <u>sincere</u> people.	Yes, <u>sincerity</u> is important.
What is the <u>availability</u> ?	The <u>availability</u> of what?
What is <u>possible</u> ?	There are many <u>possibilities</u> .
Is the schedule <u>flexible</u> enough?	We need more <u>flexibility</u> than that.

Listen to this dialogue:





It's late, and they haven't arrived.
..... What do you think possibly happened?
It's possible they got lost.
..... Another possibility is that they forgot.

Practice applying proper stress: In each set below, say the last word to complete two matching pairs. After you hear three words, say the fourth. Then listen to the model.

mature – maturity / sincere – _____	<i>sincerity</i>
secure – security / serene – _____	<i>serenity</i>
probable – probability / possible – _____	<i>possibility</i>
available – availability / responsible – _____	<i>responsibility</i>

-ive, -itive

These suffixes form adjectives. As a general rule, primary stress is placed on the syllable before the suffix. Repeat these pairs of verbs and the corresponding adjectives:

-ive		-itive	
verb	adjective	verb	adjective
			
impress –	impressive	compete –	competitive
permit –	permissive	declare –	declarative
describe –	descriptive	repeat –	repetitive

EXCEPTION: The following is an exception. Listen to this pair. Which syllable is omitted in the adjective?

	–	
décor		decorative



Practice suffixes in exchanges. After you hear A and B, repeat B.

A	B
They made a good <u>impression</u>	Yes, they were <u>impressive</u> .
Do they like to <u>compete</u> ?	They are very <u>competitive</u> .
There was too much <u>repetition</u>	Yes, it was <u>repetitive</u> .

-ion, -sion, -tion

These suffixes form nouns. As a general rule, primary stress is placed on the syllable before the suffix.

Listen to these verbs and the corresponding nouns:

verb		noun	
			
rebel	—	rebellion	/ɪən/
convert	—	conversion	/ʒən/

Repeat these pairs:

collide / collision	divide / division
decide / decision	revise / revision

EXCEPTIONS: Primary stress is placed on the first syllable in these words. Repeat them:

supervision television

Repeat these verbs and nouns with the suffixes *-sion* /ʃən/ and *-tion* /ʃən/:



verb		noun		verb		noun
						
discuss	—	discussion		attract	—	attraction
omit	—	omission		collect	—	collection
permit	—	permission		elect	—	election

Repeat these pairs:



connect – connection	inspect – inspection
correct – correction	select – selection

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The following are verbs and their corresponding nouns. Notice that in addition to a shift in primary stress the first syllable in the noun is given secondary stress. Listen:

verb		noun
		
compete	–	competition
compose	–	composition



It is important to apply secondary stress when necessary.

Instead of,  *competition*, say,  *competition*.


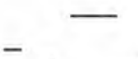
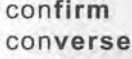
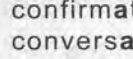
Repeat these pairs. Listen again to the noun.

define	–	definition
oppose	–	opposition
repeat	–	repetition

Focus on both primary and secondary stress as you repeat these verbs and nouns:

		
constitute	–	constitution
institute	–	institution
substitute	–	substitution

Listen to these verbs and the corresponding nouns. Notice that the first syllable is reduced in the verb, while it is stressed in the noun. Repeat these words:

verb		noun		verb		noun
						
admire	–	admiration		confirm	–	confirmation
				converse	–	conversation
				declare	–	declaration
				resign	–	resignation

Repeat these pairs:

invite – invitation	prepare – preparation
observe – observation	reserve – reservation

The suffix *-ate* on a verb becomes *-ation* on a noun. Listen:

verb	noun
<u> </u> · -	- - · ·
hesitate	hesitation

Focus on both primary and secondary stress as you repeat these words.

complicate – complication	demonstrate – demonstration
concentrate – concentration	generate – generation

Repeat the following pairs. Listen again to each pair.

celebrate – celebration	↪
educate – education	
imitate – imitation	
immigrate – immigration	

Practice pronouncing suffixes in the following exchanges. After you hear A and B, repeat B.

A	B
Was there enough to <u>select</u> from?	No, the <u>selection</u> was poor.
Are you going to <u>apply</u> ?	I filled out an <u>application</u> today.
Were you <u>invited</u> ?	Yes, we got an <u>invitation</u> in the mail.
We need to <u>reserve</u> seats.	I'll call and make <u>reservations</u> .
Would you like a <u>substitution</u> ?	Yes, but can you <u>substitute</u> rice for pasta?

The following are longer verbs and the corresponding nouns. How many syllables are in the verb, and how many are in the noun? Listen:

verb	noun
<u> </u> · · -	- · - · ·
abbreviate	abbreviation
accommodate	accommodation

Answer: four, five

Listen again as you focus on the second syllable in both words.

eliminate – <u>elimination</u>	negotiate – <u>negotiation</u>
---------------------------------------	---------------------------------------

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Note that the second syllable is given primary stress on the verb and secondary stress on the noun. Remember to stress the noun correctly. For example:

• • • • •

Instead of *appreciation,*

Instead of *accommodation,*

• — • • •

say *appreciation.*

say *accommodation*

Practice breaking these five-syllable words into manageable parts. Let's try the word *appreciation*. Repeat:

ap-pre-ci-ation — ap-pre-ci-ation — ap-pre-ci-ation

Repeat the following words. Listen again to the noun.

verb	noun
ap-pre-ci-ate	ap-pre-ci-ation
as-so-ci-ate	as-so-ci-ation

• • • • •

com-mu-ni-cate

com-mu-ni-cation

• • • • •

con-gra-tu-late

con-gra-tu-lations

Repeat these pairs:

co-op-er-ate	in-vest-i-gate
co-op-er-ate	in-vest-i-gate
dis-crim-i-nate	dis-crim-i-nation
dis-crim-i-nate	dis-crim-i-nation
part-i-ci-pate	part-i-ci-pation
part-i-ci-pate	part-i-ci-pation

Practice saying suffixes in the following exchanges. After you hear A and B, repeat B.

A	B
Congratulations.	Congratulations for what?
Did they co-operate?	They gave their full co-operation.
Did they in-vest-i-gate it?	There is an in-vest-i-gation underway.
Did they ap-pre-ci-ate that?	Yes, they showed their ap-pre-ci-ation.
How do you ab-bre-vi-ate this?	There is no ab-bre-vi-ation for that.

Practice applying stress. After you hear three words, say the fourth. Then listen to the model.

con-centrate	con-centra-tion	celebrate	cele-bration
com-ple-complicate	com-ple-complication	dedicate	dedi-cation
institutes	instit-utions	substitutes	substi-tutions
ac-commodate	ac-commoda-tion	co-operate	co-op-eration
dis-crim-i-nate	dis-crim-i-nation	part-i-ci-pate	part-i-ci-pation
neg-o-tiate	neg-o-ti-ation	ap-pre-ci-ate	ap-pre-ci-ation

-ify

This suffix forms verbs. As a general rule, primary stress is placed on the syllable before the suffix. Listen to these words and the corresponding verbs:

noun		verb		adjective		verb
	–				–	
class	–	classify		simple	–	simplify

Now practice adding the suffix *-tion*. Repeat. Then listen again to the noun:

verb		noun
	–	
beautify	–	beautification
	–	
verify	–	verification

Notice again that stress shifts to the syllable before the suffix *-tion*.

Focus on both primary and secondary stress as you repeat these words:

certify – certification	qualify – qualification
classify – classification	specify – specification

Repeat these pairs:

justify – justification
simplify – simplification

Practice saying suffixes in the following exchanges. After you hear A and B, repeat B.

A	B
Do they <u>qualify</u> for the job?	Yes, their <u>qualifications</u> are good.
Can they <u>justify</u> it?	There is no <u>justification</u> for it.
Where are the <u>specifications</u> ?	Are these the <u>specifications</u> you want?

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Practice applying proper stress. After you hear three words, say the fourth. Then listen to the model.

amplify – amplification / justify – _____	<i>justification</i>
classify – classifications / qualify – _____	<i>qualifications</i>
verify – verification / specify – _____	<i>specification</i>

See page 3.26 for a list of words with the suffix -tion.

-ize

This suffix forms verbs. It does not affect primary stress.

Repeat these adjectives and the corresponding verbs:

real – **realize**

sanitary – **sanitize**

social – **socialize**

Repeat the following verbs and nouns ending in the suffix *-tion*. Listen again to the noun.

verb		noun
_____		_____
•		•
–		•
realize	–	realization
generalize	–	generalization
standardize	–	standardization

-al

This suffix forms adjectives. It does not affect primary stress. Repeat these nouns and the corresponding adjectives:

noun		adjective		noun		adjective
_____		_____		_____		_____
•		•		•		•
–		–		–		–
comic	–	comical		convention	–	conventional
critic	–	critical		occasion	–	occasional
logic	–	logical		vocation	–	vocational

-ial, -cial, -tial

These suffixes form adjectives. As a general rule, primary stress is placed on the syllable before the suffix. The following are nouns and the corresponding adjectives formed by these suffixes. Listen:

noun		adjective
—		—
•		•
memory	—	memorial
commerce	—	commercial

noun		adjective
—		—
• •		• •
territory	—	territorial
resident	—	residential

Repeat these nouns and adjectives:

noun		adjective
—		—
•		• •
office	—	official
finance	—	financial
commerce	—	commercial

noun		adjective
—		—
• •		• •
confidence	—	confidential
residence	—	residential

Listen to this dialogue:

What is occupational?

..... It has to do with one's occupation.

What is vocational?

..... It has to do with vocation.

They mean about the same.

Yes, my occupation is also my vocation.

-ly, -ally

These suffixes form adverbs. Neither suffix affects primary stress. Listen to these adjectives and the corresponding adverbs:

adjective		adverb
—		—
•		• •
basic	—	basically
critic	—	critically
thorough	—	thoroughly

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Notice that the suffixes *-ly* and *-ally* are pronounced the same. Repeat these noun-and-adverb pairs:

noun		adverb		noun		adverb
—		—		—		—
•		• •		• •		• •
actual	—	actually		practical	—	practically
casual	—	casually		physical	—	physically
total	—	totally				
—		—				
• •		• • •		— •		— •
initial	—	initially		absolute	—	absolutely
specific	—	specifically				

EXCEPTIONS: — The following adverbs are exceptions. They are pronounced with primary stress on either the first syllable or the syllable before *-ly*. Listen:

—		—
• • •		• • •
negatively	or	negatively
relatively	or	relatively
positively	or	positively

Repeat these adjectives and the corresponding adverbs:

adjective		adverb		adjective		adverb
—		—		—		—
• •		• • •		— • •		— • • •
official	—	officially		confidential	—	confidentially
potential	—	potentially				
—		—				
• • •		• • • •				
emotional	—	emotionally				
exceptional	—	exceptionally				
occasional	—	occasionally				
professional	—	professionally				

Practice the *suffix ly* in exchanges. After you hear A and B, repeat B.

A	B
Is the answer <u>positive</u> ?	Yes, I'm <u>positively</u> sure.
How <u>severe</u> was the damage?	It was <u>severely</u> damaged.
Is that the <u>absolute</u> truth?	<u>Absolutely</u> .
Was that <u>intentional</u> ?	No. I didn't do it <u>intentionally</u> .

Practice applying proper stress. After you hear three words, say the fourth. Then listen to the model.

convention – conventional / intention – _____	<i>intentional</i>
severe – severely / sincere – _____	<i>sincerely</i>
practical – practically / physical – _____	<i>physically</i>
intentional – intentionally / professional – _____	<i>professionally</i>
residence – residential / confidence – _____	<i>confidential</i>

-ian, -cian

These suffixes form nouns relating to other nouns. As a general rule, primary stress is placed on the syllable before the suffix.

Practice saying the suffix *-ian*. Repeat:

noun	noun
_____	_____
• •	• •
comedy – comedian	
Canada – Canadian	

noun	noun
_____	_____
– •	– •
library – librarian	

Practice saying the suffix *-cian*. Repeat:

_____	_____
•	– •
music – musician	
clinic – clinician	

_____	_____
– •	– • •
electric – electrician	
mathematics – mathematician	

Practice changing adjectives to nouns. Repeat:

adjective	noun
_____	_____
• •	– •
musical – musician	
physical – physician	
technical – technician	

adjective	noun
_____	_____
• • •	– • •
political – politician	

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Listen to these dialogues:

Is he a physician, a musician or a politician?
..... He's a doctor who is interested in music and politics.

She's musically talented.
..... What musical instrument does she play?
She plays classical piano.



-logy, -graphy, -metry, -omy

These suffixes form nouns. As a general rule, primary stress is placed on the syllable before the suffix.

The following are nouns and two forms of corresponding adjectives. Repeat, and listen again to the last word.

noun		adjective		adjective
—		—		—
— . .		— . .		— . . .
economy	.....	econ omic	....	econ omical
ge og raphy	.....	ge og raphic	....	ge og raphical
ge om etry	.....	ge om etric	....	ge om etrical

Repeat these nouns, adjectives, and adverbs. Listen again to the adverb.

noun		adjective		adverb
—		—		—
— . .		— . . .		—
bi ol ogy	....	bi ol ogical	....	bi ol ogically
ec ol ogy	....	ec ol ogical	....	ec ol ogically
ge ol ogy	....	ge ol ogical	....	ge ol ogically
ps ych ology	....	ps ych ological	....	ps ych ologically
techn ol ogy	....	techn ol ogical	....	techn ol ogically

Practice applying proper stress. After you hear three words, say the fourth. Then listen to the model.

geographic – geography / photographic – _____ *photography*
biology – biological / psychology – _____ *psychological*
ecological – ecology / technological – _____ *technology*

After you hear A and B, repeat B.

A	B
Name a branch of math.	<u>Geometry</u> .
What is a <u>technician's</u> field?	<u>Technology</u> .
Did you study <u>geography</u> ?	No, but I like <u>National Geographic</u> .
You take great <u>photographs</u>	I studied <u>photography</u> .

-etic

This suffix forms adjectives. As a general rule, primary stress is placed on the syllable before this suffix.

Repeat these nouns and the corresponding adjectives:

noun		adjective		noun		adjective
—		—		—		—
• •		• •		• •		• •
em pathy	–	em pathetic		ap ology	–	apolo getic
en ergy	–	en ergetic				
symp athy	–	symp athetic				

PROPER NAMES, TITLES, TIMES

The last word in a proper name or title is given primary stress. Repeat the following examples:

Mahatma Gandhi	Columbia University
Martin Luther King	The College of Law
Mr. and Mrs. John Doe	St. John's College at Cambridge
The President of the United States	The Metropolitan Museum of Fine Arts
Ambassador of the United Nations	

Repeat the following names of North American cities and states or provinces:

Atlanta, Georgia	San Francisco, California
Chicago, Illinois	Toronto, Ontario
Denver, Colorado	Montreal, Quebec

Repeat the following names of publications:

<u>Sports</u> Illustrated	<u>Los Angeles</u> Times	<u>Time</u> Magazine
----------------------------------	---------------------------------	-----------------------------

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Repeat the following names of roads:

Memory **L**ane
Park **A**venue
Pacific **H**ighway

Carriage **C**ircle
Washington **B**oulevard
Tobacco **R**oad

EXCEPTION: The names of streets are an exception. Stress is placed on the word before *Street*. Repeat the following:

Main Street

Second Street

Twenty **F**irst Street

Abbreviations – The last letter receives primary stress in abbreviations. Repeat the following:

CD
ID

DVD
HDTV

ATM
ASAP

USA
UK

Practice saying abbreviations in the following responses. After you hear A and B, repeat B.

A	B
Bachelor of Arts	BA
Medical Doctor	MD
Doctor of Philosophy	Ph D
Master of Science	MS
Doctor of Dental Science	DDS
Master of Business Administration	MBA

Times and Dates - The final item is given primary stress on times and dates. Repeat:

Ten to **f**ive.

12:00 o'**c**lock.

1:30 p.**m**.

4:05 **a**m.

Wednesday the **20th**.

Monday afternoon, June **10th**.

Saturday morning, the **20th**.

Friday, October 15, 200**4**.

Listen to the following dialogue:

Where do you live?

.....In **W**ashington.

Washington, D.**C**.?

.....No, in Washington **S**tate.

What is your address?

.....113 Thirteenth Street, Seattle, **W**ashington.

Practice applying proper stress in the following responses. After you hear A and B, repeat B.

A	B
Where is The United Nations Building?	In New York City .
What is the highest mountain in the world?	Mt. Everest .
Where are The Hawaiian Islands?	In the Pacific Ocean .
Where is Buckingham Palace?	In London, England .
Where is the Acropolis?	In Athens, Greece .
Where is The Capitol of the United States?	In Washington, D.C.
Where is The Eiffel Tower?	In Paris, France .
Where is The Golden Gate Bridge?	In San Francisco, California .
What is the last day of the 1900's?	December 31, 1999 .
What does UCLA stand for?	The University of California in Los Angeles .

BONUS EXERCISE

Practice applying proper stress on names - Name at least one each of the following:

- | | |
|------------------------------------|--|
| 1. An address of someone you know. | 5. The city and country where you were born. |
| 2. A famous musician. | 6. An English teacher. |
| 3. A university or college. | 7. A famous actor. |
| 4. A professor whom you know. | 8. A famous actress. |

ABBREVIATIONS

cassette disc	CD	General Education Diploma	GED
video cassette recorder	VCR	Los Angeles	LA
unidentified flying object	UFO	National Broadcasting Company	NBC
Alcoholics Anonymous	AA	National Public Radio	NPR
Automatic Teller Machine	ATM	New York University	NYU
British Broadcasting Corporation	BBC	Public Broadcasting Service	PBS
Certified Public Accountant	CPA	United Kingdom	UK
Chief Executive Officer	CEO	United States	US

COMMON PREFIXES

<i>anti-</i>	anti-racial	antisocial	anti-discrimination
<i>bi-</i>	biweekly	biracial	bilingual
<i>co-</i>	co-payment	coincidence	co-signer
<i>com-</i>	combine	compare	compose
<i>de-</i>	decaffeinated	depart	detain
<i>dis-</i>	disappear	discover	distract
<i>ex-</i>	ex-wife	ex-husband	extend
<i>hyper-</i>	hyperactive	hypersensitive	hypertension
<i>hypo-</i>	hypodermic	hypothermia	hypoglycemia
<i>im-</i>	immoral	immovable	impatient
<i>inter-</i>	international	intersection	internet
<i>intro-</i>	introduce	introspection	introvert
<i>micro-</i>	microchip	microscope	microwave
<i>mini-</i>	minibus	miniscule	miniskirt
<i>mis-</i>	misbehave	mistrust	misunderstand
<i>multi-</i>	multilateral	multilevel	multidimensional
<i>out-</i>	outcome	outdo	outperform
<i>over-</i>	overboard	oversee	overview
<i>pre-</i>	prehistoric	prenatal	preview
<i>pro-</i>	proactive	pro-democracy	pronounce
<i>re-</i>	react	rerun	recycle
<i>retro-</i>	retroactive	retrofit	retrospect
<i>stereo-</i>	stereoscope	stereotype	stereophonic
<i>sub-</i>	submarine	subtotal	subway
<i>super-</i>	Superman	supernatural	supersonic
<i>ultra-</i>	ultraconservative	ultramodern	ultraviolet
<i>un-</i>	unlike	unrest	untie
<i>under-</i>	underachieve	understand	undertake

COMPOUND WORDS

A compound word combines two words into a single word with its own meaning. The compound word may be written as one word or as two words. The first is spoken with primary stress, and the second with secondary stress.

bus driver
cab driver
handwriting
newspaper
post office
school teacher
scratch paper
screwdriver
skyscraper
sunglasses
turn signal

basketball
coffee shop
comic book
copyright
credit card
database
dining room
fingerprint
grocery store
living room
overcast
overcoat

overpass
paperback
paperwork
railroad track
shopping cart
shopping mall
steering wheel
swimming pool
taxi cab
tennis match
traffic light
underpass

baby sitter
motor cycle
trouble shooter
undertaking
vacuum cleaner

airplane
airport
armrest
background
backlog
backpack
backtrack
backyard
bathroom
bathtub
bedroom
billboard
blackboard
bookcase
bookmark
bookshelf
bookstore
boom box
boyfriend
bridegroom
briefcase
bunk bed
bus stop
carport
checkbook
courtyard
crosswalk
daycare







daytime
deadline
desktop
door mat
doorstep
downtown
drive-in
driveway
earthquake
feedback
flashback
flashflood
flashlight
football
footrest
freeway
French fries
gearshift
girlfriend
haircut
hairdo
hairstyle
handshake
hardware
headcount
headlamp
high school
highway

homework
hot dog
hot tub
housework
ice box
jetlag
joy stick
keyboard
keypad
landlord
laptop
lifestyle
lifetime
light switch
mailbox
makeshift
network
notebook
notepad
part time
passport
past time
paycheck
payday
phone booth
playground
popcorn
postcard

postmark
restroom
roommate
scorecard
shortcut
sidekick
sideline
sidewalk
six pack
skylight
snowman
software
someone
staircase
stop sign
suitcase
sunset
takeout
toothbrush
toothpaste
touchdown
trademark
uptown
washcloth
well fare
wheelchair
windshield
wristwatch

VERB & NOUN STRESS PATTERNS







Two-Syllable Verb and the Corresponding Three-Syllable Noun

VERB	NOUN	VERB	NOUN	VERB	NOUN
					
adopt	adoption	employ	employment	prevent	prevention
admit	admission	except	exception	produce*	production
assume	assumption	expense	expensive	profess	profession
attend	attention	extinct	extinction	progress*	progression
attract	attraction	frustrate	frustration	project*	projection
collect	collection	impress	impression	protect	protection
compress	compression	infect	infection	react	reaction
conduct*	conduction	inject	injection	receive	reception
confess	confession	inscribe	inscription	reduce	reduction
connect	connection	inspect	inspection	reflect	reflection
construct	construction	instruct	instruction	regress	regression
convene	convention	intend	intention	reject*	rejection
convict*	conviction	invent	invention	relate	relation
correct	correction	locate	location	repair	reparation
create	creation	migrate	migration	restrict	restriction
deceive	deception	narrate	narration	retract	retraction
deduct	deduction	object*	objection	rotate	rotation
describe	description	obstruct	obstruction	select	selection
destroy	destruction	oppress	oppression	subscribe	subscription
detain	detention	perfect*	perfection	transcribe	transcription
detect	detection	permit*	permission	translate	translation
dictate	dictation	possess	possession	transmit	transmission
direct	direction	predict	prediction	vacate	vacation
donate	donation	prescribe	prescription	vibrate	vibration
elect	election	pretend	pretension		







* These words also function as nouns, with primary stress on the first syllable.

VERB & NOUN STRESS PATTERNS

Three-Syllable Verb and the Corresponding Four-Syllable Noun

VERB	NOUN	VERB	NOUN	VERB	NOUN
					
allocate	allocation	generate	generation	operate	operation
celebrate	celebration	hesitate	hesitation	radiate	radiation
complicate	complication	hesitate	hesitation	segregate	segregation
concentrate	concentration	illustrate	illustration	separate	separation
congregate	congregation	imitate	imitation	situate	situation
cultivate	cultivation	immigrate	immigration	stimulate	stimulation
dedicate	dedication	indicate	indication	stipulate	stipulation
demonstrate	demonstration	irritate	irritation	terminate	termination
designate	designation	mediate	mediation	tolerate	toleration
dominate	domination	navigate	navigation	vaccinate	vaccination
duplicate	duplication	nominate	nomination	vegetate	vegetation
estimate	estimation	obligate	obligation	ventilate	ventilation

Three-Syllable Verb and the Corresponding Five-Syllable Noun

VERB	NOUN	VERB	NOUN	VERB	NOUN
					
amplify	amplification	modify	modification	recommend	recommendation
certify	certification	multiply	multiplication	represent	representation
classify	classification	simplify	simplification		
colonize	colonization	organize	organization		

VERB & NOUN STRESS PATTERNS
continued....

Four-Syllable Verb and the Corresponding Five-Syllable Noun

VERB	NOUN	VERB	NOUN	VERB	NOUN
—	—	—	—	—	—
• • —	• • • • •	• • —	• • • • •	• • —	• • • • •
abbreviate	abbreviation	congratulate	congratulations	refrigerate	refrigeration
accelerate	acceleration	cooperate	cooperation	humiliate	humiliation
accommodate	accommodation	coordinate	coordination	incinerate	incineration
appreciate	appreciation	decelerate	deceleration	initiate	initiation
approximate	approximation	discriminate	discrimination	investigate	investigation
articulate	articulation	elaborate	elaboration	manipulate	manipulation
asphyxiate	asphyxiation	eliminate	elimination	negotiate	negotiation
associate	association	evaporate	evaporation	participate	participation
communicate	communication	exaggerate	exaggeration	procrastinate	procrastination

THE RHYTHM of AMERICAN ENGLISH



Rhythm. Just what is it? Rhythm is a pattern in timing. We can see rhythm patterns in many things, such as in dancing, in music, and in speech. The rhythm of speech is based on the timing of sound segments. In English, these segments are the word syllables.

IDENTIFYING SPEECH RHYTHM

Every spoken language has a distinct rhythm. This rhythm is easily seen in its music, its poems, and its rhymes. The rhythm of English can be identified, for example, in this common rhyme.

One for the money.
Two for the show.
Three to get ready,
and four to go.



The uneven timing in stressed and in unstressed syllables gives English speech its characteristic rhythm. This timing consists of long and short beats as of a drum. Listen:

• • • • • • • •

I'd LIKE to TAKE my DOG for a WALK.

A person who speaks English with the rhythm of another language is said to speak with an accent. Many who speak English with an accent tend to apply equal stress on all syllables. In English, this pattern is used only on messages which consist of one-syllable content words. Listen to an example, and then to beats matching its rhythm:

• • • • • • • •

THAT BUS STOPS HERE TWO TIMES EACH WEEK

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Now listen to a pattern that is more typical:

• • • • • • •

The BUS STOPS at LEAST TWICE a WEEK.

To further contrast equal stress with unequal stress, listen to these sentences:

• • • •

TAKE MORE TIME OUT.

• • • •

The TIME is OUT.

Note that content words are spoken fully and clearly, while function words are simplified and spoken quickly.

This time listen, and then use your fingers to tap the beats of the rhythm you just heard.

• • • • •

READ ONE BOOK EACH DAY.

• • • •

READ a BOOK a DAY.

• • • • • •

THOSE BOOTS DON'T LOOK LIKE MINE.

• • • • •

The BOOTS on TOP are MINE.

To distinguish how function words affect timing, listen to sentences with just content words. Then listen to those sentences with added function words:

CALL RIGHT BACK.

I will CALL you RIGHT BACK.

Will you CALL me RIGHT BACK?

Notice that the added function words do not make the sentence sound significantly longer. Here's another example:

TIME GOES FAST.

TIME will GO FAST.

Will the TIME GO as FAST?

This time, repeat what you hear and tap a beat on each stressed syllable.

● ● ● ●

JUST TRY. I was JUST TRYing it.

BUY MORE. I will BUY MORE of them.

● ● ● ● ● ● ●

CLOSE THAT DOOR. I was CLOSing THAT DOOR.
TAKE MORE TIME. It will TAKE some MORE TIME.

In the following dialogue, the sets of sentences in A and those in B each have a matching rhythm. Repeat both sides, as you tap a beat on each content word.

A

WHAT do you THINK? I was THINKing toDAY would be GREAT for a WALK.
WHERE should we GO? It's a WONderful DAY for a WALK in the PARK.
WHEN should we LEAVE? ... I'll be REAdy as SOON as I FINish my WORK.

B

Can you identify the rhythm patterns in your native language? Are you applying that rhythm to your English speech?

To apply the rhythm of English, it may be necessary that you slow your speech rate to allow for proper timing on syllables.

Knowing reduced forms will help you to comprehend spoken English more easily, and using them will help you achieve the rhythm of the dialect that is standard in North America.

REDUCED FORMS AND RHYTHM

Reduced forms are words or groups of words that are normally spoken simply and quickly. Vowels become unstressed and consonants combine or become silent. For example:

Who is he? → /hu ɪzI/

What do you mean? → /wʌdəjəˈmɪn/

Reduced forms give flow and rhythm to speech and make it easier to express whole thoughts. Even the most articulate speakers of the standard English dialect of North America use them.

THE CONTENT WORDS: NOUNS VERBS ADJECTIVES ADVERBS

These word forms contain the core of information in a message and are therefore spoken clearly and fully.

REDUCING FUNCTION WORDS

Simplifying Vowels

Function words are normally spoken with reduced vowels. In many cases, the schwa vowel, the most simple English sound, is used. The word **can**, for example, is pronounced /kən/, as in,

/kən/

I *can* wait.

/kən/

Can anyone do that?

On the other hand, in certain circumstances function words are spoken clearly, with the vowel pronounced fully. These circumstances are:

- a) When the function word is stressed for emphasis, as in,

Yes, I **can** make it.

Can you really?

- b) When the function word ends an utterance, as in:

I think I **can**.

We **can**.

The English Articles – The articles are:

a, an, and the, as in:

A desk.

An office.

The conference room.

some and any, as in:

Some day.

Any time.

USE OF ARTICLES

Are articles used in your native language? If they are not, you may tend to not use them when you speak English. Perhaps you do not hear certain articles as they are spoken in connected speech. You may also have difficulty knowing when to use or when not use them. The following, for example, are all correct:

Tea is great.

I like tea.

It's fine tea.

I want some tea.

The tea is great.

I like the tea.

It's a fine tea.

I don't want tea.

Can you determine when to use an article? One sentence in each set below is not correct. Which is it?

1. a) I have a nice friend. ... b) I have nice friend. ... c) I have nice friends.
2. a) The car needs a gas. ... b) The car needs gas. ... c) The car needs some gas.
3. a) They brought some gifts. ... b) They brought gifts. ... c) They brought gift.
4. a) I watched a video. ... b) I watched videos. ... c) I watched video.
5. a) We don't have any maps. ... b) We don't have map. ... c) We don't have maps.

Answers: 1. b, 2. a, 3. c) 4. c) 5. b)

Underlying Rules for use of Articles

the – (definite article) Use this article with a singular or a plural noun:

- 1) When you are identifying the items you are referencing.

I saw the movie that you recommended. I like the paintings on your wall.

- 2) When you assume the listener is familiar with what you are referencing.

It's somewhere in the city. It's at the library.

a, an – (indefinite articles) Use these with a singular noun that is not yet identified.

I watched a video. I watched an interesting video.

To speak English correctly, you need to include articles. The following dialogues provide examples of when to use and when not to use articles.

How do you get to the top floor? There is an elevator, an escalator, and stairs.
(Identified noun) (Unidentified Nouns) (Indefinite number)

Do you ever take the stairs? I don't like stairs; they take too long.
(Identified noun) (All members of a class)

Do you take the elevator? Elevators scare me.
(Identified noun) (Noun referenced in general terms)

How do you get there? I take the escalator.
(Identified noun)

What is an escalator? Look over there.
(Unidentified noun)

The moving stairs? That is an escalator.
(Identified plural noun) (After is and before predicate)

Do you know Linda? I know a Linda, but I don't think she's the Linda that you know.
(No article with proper name) (Unidentified noun) (Identification of a class)

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the Say /ðə/ before a consonant. Move the tongue directly from /ð/ to the consonant, as in,

/ðə pæst/
The past. (th' past)

/ðə taɪm/
The time. (th' time)

Say /ði/ before a vowel, as in,

The idea.

The office.

To contrast /ðə/ with /ði/, listen:

/ðə/* /ði/
The bad. – *The ad.*

/ðə/ /ði/
The sale. – *The ale.*

ANTONYMS - Practice the sounds /ðə/ and /ði/ in these antonyms. Repeat:

The difficult one; the easy one.

The full one; the empty one.

The closed door; the open door.

The lower limit; the upper limit.

The west side; the east side.

The new way; the old way.

* /ð/: IPA symbol for the sound usually spelled *th*. (Section 5)

a, an Use **a** before consonants, and **an** before vowels. Listen to these words reduced:

/ə/ /ən/
A spy. – *An eye.*

/ə/ /ən/
A border – *An order.*

ANTONYMS - Practice both articles in these antonyms. Repeat:

/ə/ /ən/
A question. – *An answer.*
A full one. – *An empty one.*
A new idea. – *An old idea.*

/ə/ /ən/
A difficult one. – *An easy one.*
A lower level. – *An upper level.*
A beginning. – *An end.*

Stressing articles gives emphasis to the words they reference. Listen:

- | | |
|--|------------------------------------|
| A | B |
| <i>Who's that man?</i> | That man is the president.* |
| <i>Is that an old invention?</i> | No, it's a new technology. |
| <i>Is it one of the best?</i> | No, it's the best.* |

* Article *the* is often pronounced /ði/ when it is stressed for emphasis.

Other Function Words

as, at, can Listen to these function words reduced:

/əz/ *Just as good.* /ət/ *Home at last.* /kən/ *What can happen?*

Now repeat:

/əz/	/ət/	/kən/
<i>As good as gold.</i>	<i>Look at that.</i>	<i>We can try.</i>
<i>As soon as possible.</i>	<i>All at once.</i>	<i>Can anyone join?</i>

In the following exchanges, function words **as, at, and can** are reduced or stressed. Listen:

- | | |
|--|--|
| A | B |
| <i>Is that as good as this?</i> | <i>Not as good, but almost.</i> |
| <i>Can you be ready by nine?</i> | <i>I'll see if I can.</i> |
| <i>If you can, let me know.</i> | |
| | |
| <i>Tell me where it's at.</i> | <i>It's at the end of the street.</i> |
| <i>Near the corner?</i> | <i>No, at the corner.</i> |

are, or, for, your - Listen to these function words reduced:

/ər/	<i>Yes or no?</i>	/ər/	<i>These are fine.</i>
/fər/	<i>Two for one.</i>	/jər/*	<i>What's your name?</i>

Repeat the following:

/ər/	<i>One or the other.</i>	/fər/	<i>It's for you.</i>
/fər/	<i>What's for dinner?</i>	/jər/*	<i>Are those your keys?</i>

* /j/: IPA symbol for the sound usually spelled y. (Section 7)

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In the following exchanges, **are**, **or**, and **for** are reduced or stressed. Listen:

A	B
<i>How about Tuesday or Wednesday?.....</i>	<i>No, just one: Tuesday or Wednesday.</i>
<i>Are these fine?</i>	<i>They are, but those are better.</i>
<i>Is this from your friend?</i>	<i>No, it's for my friend.</i>
<i>How was your day?</i>	<i>Fine, and yours?</i>

was Listen to this function word reduced:

/wəz/

What was that?
Was that interesting?

Repeat:

/wəz/

Who was there?
That was thoughtful.
Was that part of the agreement?

Listen to **was** reduced and stressed in this dialogue:

Who was at the conference?
..... I was.
I thought you were out of town.
..... I **was**, but I got back on time.

will Listen to this function word reduced:

/wəl/

It will rain.

/wəl/

What will happen?

Repeat:

When will that be? Who will know? Will that be okay?

Listen to **will** reduced and stressed:

*Will you be there? I **will**, but I don't know what time.*

could, should, would Listen to these function words reduced:

/kəd/

It could rain.

/ʃəd/*

We should ask.

/wəd/

I would not ask.

Repeat:

What could happen?

Who should attend?

Would that matter?

Listen to **could**, **should**, and **would** reduced or stressed in this dialogue:

Would you like to go?

..... I **would**, but I should finish this.

You **could** finish later.

..... But I would miss the deadline.

That could be a problem.

..... It **would** be.

* /ʃ/ : IPA symbol for the sound usually spelled *sh*. (Section 6)

that This word can serve as an adverb that indicates reference, or as a function word. As an adverb it spoken fully, as in:

That one.

I doubt that.

As a function word, **that** is normally reduced. Listen:

/ðət/

I know that it's right.

/ðət/

I heard that you called.

/ðət/

Tell me that it's okay.

Practice **that** as a reduced function word. Repeat:

I doubt that I'll go.

I'm glad that you're happy.

I hope that everyone makes it.

I heard that everything went well.

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Listen to **that** stressed and reduced in this dialogue:

That's the book that I read.

Do you recommend that I read it?

I think that you would like **that** one better.

to, you Listen to these function words reduced:

/tə/ Easy *to* do.

/jə/ You have *to* try it.

Repeat:

/tə/ Ready *to* wear.
Easy *to* forget.

/jə/ Will you go?
Were you there?

Listen to the words **to** and **you** reduced and stressed:

Are you going to the party?..... Yes, are **you** going?

I want **to**..... Hope to see you there.

do, does, did These words can serve as verbs or as helping verbs. As verbs, they are spoken clearly with the vowel pronounced fully, as in:

They do accounting.

She does computer graphics.

I did my paperwork.

As helping verbs, **do**, **does**, and **did** are normally reduced. Listen:

/də/

What *do* you need?

/dəz/

What *does* it mean?

/dɪd/

When *did* it start?

Practice **do**, **does**, and **did** as helping verbs. Repeat:

What *do* they want?

How *did* that happen?

Where *does* it belong?

Where *did* the time go?

Listen to **do**, **did**, and **does** reduced or stressed in these exchanges:

- | | |
|---|-------------------------------------|
| A | B |
| Do you know what I mean? | No, what do you mean? |
| Does she agree with you? | Yes, she does agree with me. |
| Did they complete the assignment? | They did . |

Simplifying Consonants

In some function words, certain consonants are often omitted or not spoken clearly, as in the function words that follow.

and This conjunction is often pronounced /ənd/, as in:

/ənd/ Nice *and* easy. You *and* I.

Before a consonant, the *d* in **and** is often not clearly pronounced as in,

/ən/ rock 'n roll. Now *and* then.

Practice reducing **and** in these antonyms. Repeat:

Hot <i>and</i> cold.	Night <i>and</i> day.	Stop <i>and</i> go.
Good <i>and</i> bad.	This <i>and</i> that.	Before <i>and</i> after.

In this dialogue, **and** is spoken reduced or stressed. Listen:

Would you like soup or salad?

..... I'd like soup **and** salad.

What kind of dressing?

..... Oil and vinegar.

What to drink?

..... Coffee with cream and sugar.

And for dessert, we have cake or ice cream.

..... I'll take cake **and** ice cream.



of The preposition spelled *o.f.* is pronounced /əv/, unlike the preposition spelled *o.f.f.* which is pronounced /ɒf/. In the word *of*, the *f* is often not clearly pronounced when it is before a consonant, as in,

/ə/
Lots of luck.

/ə/
It's kind of nice.

Repeat these phrases:

/ə, əv/
Out of date.
Out of order.

/ə, əv/
One of each.
All of a sudden.

/ə, əv/
Most of the time.
One of the best.

have, has, had These words serve as verbs or as helping verbs. As verbs, they are pronounced clearly, as in:

We have plans. *Tom has to know.* *Teresa had a great time.*

As helping verbs, **have, has, and had** are normally reduced, with *h* omitted. Listen:

/əv/ /əz/ /əd/
What have you been up to? *Tom has gone to work.* *Teresa had arrived.*

Repeat these sentences:

I might have known. *What has happened?* *They had already left.*

In these exchanges, **have, has, and had** are reduced or stressed. Listen:

A	B
<i>Who had applied?.....</i>	She had.
<i>Who has change for a dollar?.....</i>	I have it.
<i>Has Sheila made an appointment?.....</i>	She has one tomorrow.

In the following dialogue, listen to **have** as a verb or as a helping verb:

Have you made plans?

..... Yes, we **have** a commitment.

We'll **have** to try another time.

..... We **have** the following week open.

he, him, his, her, hers These pronouns are often spoken with the *h* silent, as in:

/ər/ Give *her* this copy.

/ɪm/ Tell *him* I'll call *him* later.

Repeat these sentences:

Tell *her* hello for me.

I just saw *him*.

I'd like to meet *her*.

Do you know *him* well?

In this dialogue, listen to **him** reduced or stressed:

I ran into Robert.

..... Where did you see *him*?

I saw *him* downtown with his brother Dan.

..... Dan? I haven't met **him**.

them This word is normally reduced in two ways. Listen:

/ðəm/

/əm/

Get *th'm*.

Get 'em.

Check *th'm* out.

Check 'em out.

Practice **them** reduced two ways. Repeat:

/ðəm/

/əm/

Who has *them* now?

Who has *them* now?

Do we need *them*?

Do we need *them*?

Give *them* to me.

Give *them* to me.

Take *them*.

Take *them*.

In this dialogue, **them** is reduced and stressed. Listen:

Which of *them* do you like?

..... I like **them**, over there.

Would you like to try *them* on?

..... Not necessary, I'll take *them*.

BONUS EXERCISES

Practice applying articles:

In the following sets, enter the appropriate article, *a* or *an*, in each blank to complete two phrases. Then say both phrases.

- 1) ___ late bus. - ___ early bus. 4) ___ open door. - ___ closed door. 7) ___ interesting one. - ___ boring one.
- 2) ___ down side. - ___ up side. 5) ___ old one. - ___ new one. 8) ___ east wing. - ___ west wing.
- 3) ___ entrance. - ___ exit. 6) ___ end. - ___ beginning. 9) ___ question. - ___ answer.

Correct:

- 1) A late bus. - An early bus. 4) An open door. - A closed door. 7) An interesting one. - A boring one.
- 2) A down side. - An up side. 5) An old one. - A new one. 8) An east wing. - A west wing.
- 3) An entrance. - An exit. 6) An end. - A beginning. 9) A question. - An answer.

Enter the appropriate article *a* or *an* in each blank. Then say the sentence.

- 1) I brought ___ apple, ___ pear, and ___ banana.
- 2) I need ___ pencil, ___ eraser, and ___ piece of paper.
- 3) I want ___ red one, ___ orange one, and ___ blue one.
- 4) I saw ___ elephant, ___ tiger, and ___ gorilla.

Correct:

- 1) I brought an apple, a pear, and a banana.
- 2) I need a pencil, an eraser, and a piece of paper.
- 3) I want a red one, an orange one, and a blue one.
- 4) I saw an elephant, a tiger, and a gorilla.

Practice reducing function words:

The following sentences become analogies when the appropriate words are added at the end. Complete each analogy and then say it as you practice reducing the function words. For example:

Puppies /artə/ dogs, as kittens /artə/ cats.

Winter /ɪztə/ cold as summer /ɪztə/ hot.

- 1) Night is to dark as day ____.
- 2) North is to south as east ____.
- 3) Ears are to hearing as eyes ____.
- 4) The moon is to night as the sun ____.
- 5) Hunger is to food as thirst ____.
- 6) Girls are to women as boys ____.
- 7) High is to low as far ____.
- 8) Shoes are to feet as gloves ____.
- 9) Grapes are to vine as pears ____.
- 10) Fingers are to hands as toes ____.
- 11) The ocean is to fish as sky ____.
- 12) Happy is to laugh as sad ____.

Last word:

- 1) light 2) west 3) seeing 4) day 5) drink 6) men
- 7) near 8) hands 9) tree 10) feet 11) birds 12) cry

Practice reducing function words:

Practice reducing the function word *and* as you name two each of the following. For example:

Sports: *Swimming /en/ soccer.*

- | | |
|----------------------|-------------------------|
| 1. Colors | 5. flavors of ice cream |
| 2. Numbers under 10. | 6. Seasons of the year. |
| 3. kinds of pets. | 7. Days of the week. |
| 4. kinds of fruit. | 8. Months of the year. |

Circle the function words in the following sentences. Then say each sentences with the function words reduced.

- | | |
|---|---------------------------------|
| 1. The sky is blue. | 7. Put it on the table. |
| 2. How was it? | 8. What time is it now? |
| 3. The big house on the corner is mine. | 9. Nine is my lucky number. |
| 4. Why don't you tell me about it. | 10. That is one of a kind. |
| 5. What will happen next? | 11. Should I try now, or later? |
| 6. What do you think of that? | 12. It's close to the end. |

Correct:

- | | |
|---|---|
| 1. The sky <u>is</u> blue. | 7. Put <u>it on</u> the table. |
| 2. How <u>was</u> it? | 8. What time <u>is it</u> now? |
| 3. The big house <u>on the</u> corner <u>is</u> mine. | 9. Nine <u>is my</u> lucky number. |
| 4. Why don't <u>you</u> tell <u>me about</u> it. | 10. That <u>is one of a</u> kind. |
| 5. What <u>will</u> happen next? | 11. <u>Should I</u> try now, <u>or</u> later? |
| 6. What <u>do you</u> think <u>of</u> that? | 12. <u>It's</u> close <u>to the</u> end. |

REDUCED WORD GROUPS

Combining Consonants – Final *t* followed by *y* is often pronounced /tʃ/, as in,

/tʃə/* Won'tyou? Why can'tyou?

Final *d* followed by *y* is often pronounced /dʒ/, as in,

/dʒə/** Didyou? Wouldyou go?

Repeat these sentences:

/tʃə/	/dʒə/
Don't <u>y</u> ou think so?	Could <u>y</u> ou please?
Aren't <u>y</u> ou interested?	Where did <u>y</u> ou go?
Do what <u>y</u> ou want.	Would <u>y</u> ou like to dance?

Now say sentences with both reductions:

Wouldyou, or wouldn'tyou?
Where didyou put your keys?
Wouldyou let me know whatyou want?

* /tʃ/ : IPA symbol for the sound usually spelled *ch*. (Section 6)

** /dʒ/ : IPA symbol for the sound usually spelled *j*, or *g*. (Section 6)

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Listen to both reduced and stressed forms in these exchanges:

What did you think of the play?

..... It was great. What did **you** think?

I thought it was fantastic!

When did you get your order?

..... Today. When did **you** get **yours**?

Yesterday.

Linking with the Tapped *t* - Between vowels, final *t* or *d* are usually tapped, as in:

Not_at_all.

What_about_it?

* Production of the *tapped t* is addressed on page 5.8.

Repeat these sentences:

What_is your name?

Wait_a minute.

That_is what_I heard.

Where could_it be?

You said_it_all.

How about_a drink?

Practice the *tapped t* in idioms. After you hear A and B, repeat B.

A

I'll do that later.

Is it impossible?

Do you think the chances are good?

What do you think of it?

B

Don't put_it_off.

Yes, it's out_of the question.

I wouldn't bet_on it.

I'm crazy about_it.

Common Two-Word Reductions

Some function words combine into reduced phrases. In the following, the *tapped t* is used. Listen:

ought to /ɑtə/

got to /gətə/

what do /wʌdə/

We ought to leave soon.

I've got to make the deadline.

What do you think?

Repeat these sentences:

I've got to go now. What do you want us to do? You ought to give it a try.

Listen to these exchanges with both reduced and stressed forms:

- | | |
|---|---|
| A | B |
| <i>What <u>do</u> you expect?</i> | <i>Not much, and what do you expect?</i> |
| <i>We <u>ought to</u> plan ahead.</i> | <i>Yes, we ought to.</i> |
| ----- | |
| <i>I've got <u>to</u> leave soon.</i> | <i>You've got to be kidding!</i> |
| <i>What <u>do</u> you mean?</i> | <i>You just got here.</i> |

want to – /wʌnə/ The phrase **want to** is often reduced to /wʌnə/, as in:

- | | |
|-------------------------|------------------------------------|
| <i>Want to join me?</i> | <i>Why do you want to do that?</i> |
|-------------------------|------------------------------------|

Repeat these sentences:

- | | |
|-----------------------------|--|
| <i>We all want to go.</i> | <i>I don't want to miss the train.</i> |
| <i>I want to learn how.</i> | <i>What do you want to know?</i> |

Listen to **want to** reduced or stressed:

- | | |
|-------------------------------------|---------------------------------------|
| <i>What do you want to do?</i> | |
| ..... | <i>What do you want to do?</i> |
| <i>I want to go to the lecture.</i> | |
| ..... | <i>I want to also.</i> |

going to – /gʌnə/ Listen to **going to** followed by a noun:

- | | |
|------------------------------------|---|
| <i>I'm <u>going to</u> school.</i> | <i>I'm <u>going to</u> the dentist.</i> |
|------------------------------------|---|

Listen to **going to** followed by a verb or by a verb phrase:

- | | |
|--|--|
| <i>What are we <u>going to</u> do?</i> | <i>We're <u>going to</u> have to rush!</i> |
|--|--|

Going to followed by a noun is always pronounced /gɔɪŋ tu/,* while **going to** followed by a verb or verb phrase is often pronounced /gʌnə/. Repeat these sentences with the pronunciation /gʌnə/:

- | | |
|---|--|
| <i>Are you <u>going to</u> be home later?</i> | <i>I'm <u>going to</u> do my best.</i> |
| <i>We're <u>going to</u> go somewhere.</i> | <i>What are you <u>going to</u> do next?</i> |

* /ŋ/ : IPA symbol that represents the consonant sound usually spelled *ng*. (See page 7.22)

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Repeat sentences with both pronunciations /gəɪŋ tu/ and /gʌnə/:

I'm going to the City, so I'm going to take the subway.

We're going to have to hurry, if we're going to the wedding.

Listen to both *going to* and *gonna* in these exchanges:

Are you going to finish that today?

..... Yes, I am going to.

We're going to New York City.

..... Are you going to see any Broadway shows?

Yes, we're going to see THE LION KING.

BONUS EXERCISES

Practice reduced forms in questions

Change each of the following statements to a question. Then state the questions using reduced forms.

- | | | |
|---------------------------------|--|------------------------------------|
| 1. <i>He's okay.</i> | 5. <i>His wallet was returned.</i> | 9. <i>He has called.</i> |
| 2. <i>His work is finished.</i> | 6. <i>He works on Saturdays.</i> | 10. <i>His letter has arrived.</i> |
| 3. <i>Her name is Anna?</i> | 7. <i>His bus arrives early.</i> | 11. <i>Her date has arrived.</i> |
| 4. <i>He was here.</i> | 8. <i>Her husband works at the bank.</i> | |

As Questions:

- | | | |
|--------------------------|--------------------------------------|-----------------------------|
| 1. /ɪzi/ okay? | 5. /wʌzɪz/ wallet returned? | 9. /hæzi/ called? |
| 2. /ɪzɪz/ work finished? | 6. /dʌzi/ work on Saturdays? | 10. /hæzɪz/ letter arrived? |
| 3. /ɪzər/ name Anna? | 7. /dʌzɪs/ bus arrive early? | 11. /hæzər/ date arrived? |
| 4. Where /wʌzi/? | 8. /dʌzər/ husband work at the bank? | |

- | | | |
|-----------------------------------|-------------------------------|-------------------------------|
| 1. <i>He had left.</i> | 3. <i>Her plane had left.</i> | 5. <i>His friend called.</i> |
| 2. <i>His letter had arrived.</i> | 4. <i>He worked late.</i> | 6. <i>Her friend visited.</i> |

As Questions:

- | | | |
|----------------------------|-----------------------|-------------------------|
| 1. /hædi/ left? | 3. /hædə/ plane left? | 5. /dɪdɪz/ friend call? |
| 2. /hædɪz/ letter arrived? | 4. /dɪdi/ work late? | 6. /dɪdə/ friend visit? |

- | | | |
|-----------------------------------|-------------------------------|-------------------------------|
| 1. <i>He had left.</i> | 3. <i>Her plane had left.</i> | 5. <i>His friend called.</i> |
| 2. <i>His letter had arrived.</i> | 4. <i>He worked late.</i> | 6. <i>Her friend visited.</i> |

As Questions:

- | | | |
|----------------------------|-----------------------|-------------------------|
| 1. /hædi/ left? | 3. /hædə/ plane left? | 5. /dɪdɪz/ friend call? |
| 2. /hædɪz/ letter arrived? | 4. /dɪdi/ work late? | 6. /dɪdə/ friend visit? |

Practice reduced forms in questions:

Play the game *Twenty Questions*

Rules of the game: Two or more persons can participate. One individual thinks of a person, a place, or a thing, and the other(s) try to guess what the person, place, or thing is by asking questions. Only questions that request a response of *yes* or *no* are allowed. The goal of the person(s) asking questions is to guess correctly before asking twenty question.

Apply reduced forms, Examples: /ɪzɪt/ Is it ____? /dəzɪt/ Does it have ____?

Omissions of *h* and *t* The *h* in *he*, *his*, *her*, and *hers* is often omitted when these pronouns connect with other words, particularly function words, as in:

/ɪzi/ Is *he* your friend?

/ɪzər/ Is *her* name Diana?

Listen to this dialogue:

Is he here yet?

..... No, what time does his bus arrive?

Here is his schedule.

..... Okay, this is his arrival time.

***is, does* + pronoun** Repeat these sentences:

/ɪzi/ Where *is he*?

/dʌzi/ What *does he* do?

/ɪzɪz/ What *is his* name?

/dʌzɪz/ When *does his* plane leave?

/ɪzər/ What *is her* fax number?

/dʌzər/ She *does her* work neatly.

***was, has* + pronoun** Repeat these sentences:

/wʌzi/ Where *was he*?

/hæzi/ Has *he* made reservations?

/wʌzɪz/ Was *his* report ready?

/hæzɪz/ Who *has his* phone number?

/wʌzər/ What *was her* reason?

/hæzər/ She *has her* ticket.

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had, did + pronoun Repeat these sentences:

/hædi/	What <i>had</i> he done?	/dɪdi/	When <i>did</i> he call?
/hædɪz/	He <i>had</i> his turn.	/dɪdɪz/	<i>Did</i> his fax arrive?
/hædə/	<i>Had</i> her mother arrived?	/dɪdə/	<i>Did</i> her family visit?

will, would + pronoun Repeat these sentences:

/wɪli/	<i>Will</i> he be there?	/wʌdi/	<i>Would</i> he be interested?
/wɪlɪz/	<i>Will</i> his family be there?	/wʌdɪz/	<i>Would</i> his sister know his whereabouts?
/wɪlə/	When <i>will</i> her plane arrive?	/wʌdə/	<i>Would</i> her plans change?

The *h* on pronouns is pronounced when the pronoun is stressed for emphasis. Listen to this dialogue:

I saw Paul at the hospital.
..... What was **he** doing there?
He was visiting his father.
..... Is **he** a patient?
No, he's an anesthesiologist.

CONTRACTED FORMS

Standard contracted forms of English, like other reduced forms, give English speech its characteristic rhythm. With some practice, you will discover that they add ease to speaking.

am, are Practice these contracted forms. Listen to A and B, then repeat B. Then listen again.

A	B	A	B
<i>I am</i>	<u>I'm</u> ready ↶	<i>we are</i>	<u>We're</u> on our way. ↶
<i>you are</i>	<u>You're</u> welcome.	<i>they are</i>	<u>They're</u> just fine.

have Practice the following. Listen to A and B, then repeat B. Listen again.

A	B
<i>I have</i>	<u>I've</u> been working. ↶
<i>you have</i>	<u>You've</u> done a good job.
<i>we have</i>	<u>We've</u> been wondering about that.
<i>they have</i>	<u>They've</u> gone to lunch.
<i>could have</i>	We <u>could've</u> done more.
<i>would have</i>	I <u>would've</u> been prepared.

will Practice the following. Listen to A and B, then repeat B. Then listen again.

A	B
<i>I will</i>	<u>I'll</u> see you later. ↻
<i>you will</i>	<u>You'll</u> soon find out.
<i>she will</i>	<u>She'll</u> look into it.
<i>he will</i>	<u>He'll</u> be here anytime.
<i>it will</i>	<u>It'll</u> be too late.
<i>we will</i>	<u>We'll</u> let you know.
<i>they will</i>	<u>They'll</u> ship it today.
<i>who will</i>	<u>Who'll</u> know the difference?

In these exchanges, words contracted in A are stressed for emphasis in B. Listen:

A	B
<u>I'm</u> not sure.	I am.
<u>They're</u> delicious..	They are tasty.
<u>I've</u> never tried those.....	I have tried them.
I think <u>they've</u> left.	Yes, they have left.
I'm sure <u>he'll</u> do a great job.	He will do a great job.
<u>I'll</u> take the box to the car.	No, I'll take it for you.

is, has These are spelled and pronounced the same. Practice saying both in the following. After you hear A and B, repeat B.

A	B	A	B
<i>he is</i>	<u>He's</u> left.	<i>he has</i>	<u>He's</u> gone.
<i>she is</i>	<u>She's</u> friendly.	<i>she has</i>	<u>She's</u> got many friends.
<i>it is</i>	<u>It's</u> late.	<i>it has</i>	<u>It's</u> gotten late.
<i>that is</i>	<u>That's</u> all right.	<i>that has</i>	<u>That's</u> got to be all right.
<i>what is</i>	<u>What's</u> happening?.....	<i>what has</i>	<u>What's</u> happened?
<i>where is</i>	<u>Where's</u> the dog?	<i>where has</i>	<u>Where's</u> the dog gone?
<i>who is</i>	<u>Who's</u> applying?	<i>who has</i>	<u>Who's</u> applied?

Practice contracting **is** and **has**. After you hear A and B, repeat B.

A	B
<u>Has</u> he gone?	Yes, <u>he's</u> gone.
<u>Is</u> he going?	Yes, <u>he's</u> going.
<u>Is</u> she an undergraduate?	No, <u>she's</u> a graduate student.
<u>Has</u> she finished school?	Yes, <u>she's</u> graduated.
<u>Is</u> the movie almost over?	No, <u>it's</u> just starting.
<u>Has</u> the movie started?	<u>It's</u> already started.
<u>Is</u> he an adolescent?	No, <u>he's</u> a grown up.
<u>Has</u> he matured?	Yes, <u>he's</u> grown up.

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Practice sentences with contractions of both *is* and *has*. Repeat.

It's sunny, so it's got to be warm.
He's finished, so he's going home.
Who's already done, and who's still working?

would, had Contracted forms of *would* and *had* with a particular pronoun are spelled and pronounced the same. Practice saying contracted forms of both *would* and *had* in the following. After you hear A and B, repeat B.

A	B	A	B
<i>I would</i>	I'd listen.	<i>I had</i>	I'd listened.
<i>He would</i>	He'd agree.	<i>he had</i>	He'd agreed.
<i>she would</i>	She'd know about it.	<i>she had</i>	She'd known about it.
<i>you would</i>	You'd want to go.	<i>you had</i>	You'd already gone.
<i>we would</i>	We'd be interested.	<i>we had</i>	We'd been interested.
<i>they would</i>	They'd leave early.	<i>they had</i>	They'd left early.
<i>who would</i>	Who'd take it?	<i>who had</i>	Who'd taken it?

Practice contracting **would** and **had**. After you hear A and B, repeat B.

A	B
<u>Would</u> you go?	Yes, I'd go.
<u>Had</u> you gone?	Yes, I'd gone.
<u>Would</u> he take it?	Yes, he'd take it.
<u>Had</u> he taken it?	Yes, he'd taken it.
<u>Would</u> she be there?.....	Yes, she'd be there.
<u>Had</u> she been there?.....	Yes, she'd been there.
<u>Would</u> I like it?	I think you'd like it.
<u>Had</u> I been told?	I think you'd been told.
What <u>would</u> you do about it? ...	We'd complain about it.
What <u>had</u> you done about it? ...	We'd complained about it.
How <u>would</u> they feel?	They'd be disappointed.
How <u>had</u> they felt?	They'd been disappointed.

Practice sentences with contractions of both **would** and **had**. Repeat:

We'd left early, so we'd be on time.
I thought I'd go because I'd never been there.
If you'd prefer that one, you'd better take it.

In the following exchanges, words contracted in A are stressed for emphasis in B.
Listen:

A	B
<u>He'd</u> never agree to that.	Right, he would never agree.
<u>I'd</u> be shocked.	I would be too.
<u>They'd</u> done a good job.	They had .

BONUS EXERCISES

Practice contracted forms - For each sentence, identify the two words that are contained in the contracted form. Select A, or B.

is or has?

- | | A | B | | A | B |
|---------------------------------|--------------|---------------|----------------------------|---------------|----------------|
| 1. <u>He's</u> already left. | He is ____ | He has ____ | 5. <u>What's</u> happened? | What is ____ | What has ____ |
| 2. <u>She's</u> my best friend. | She is ____ | She has ____ | 6. <u>Where's</u> he been? | Where is ____ | Where has ____ |
| 3. <u>It's</u> already here. | It is ____ | It has ____ | 7. <u>Who's</u> going? | Who is ____ | Who has ____ |
| 4. <u>That's</u> fine. | That is ____ | That has ____ | | | |

Correct: 1) B 2) A 3) A 4) A 5) B 6) B 7) A

had or would?

- | | A | B | | A | B |
|--------------------------------|---------------|-----------------|----------------------------------|--------------|----------------|
| 1. <u>I'd</u> already seen it. | I had ____ | I would ____ | 5. <u>He'd</u> already left. | he had ____ | he would ____ |
| 2. <u>I'd</u> prefer that one. | I had ____ | I would ____ | 6. <u>We'd</u> like to join you. | we had ____ | we would ____ |
| 3. <u>She'd</u> like that. | She had ____ | she would ____ | 7. <u>Who'd</u> ever know? | who had ____ | who would ____ |
| 4. <u>They'd</u> seen it. | They had ____ | they would ____ | | | |

Correct: 1) A 2) B 3) B 4) A 5) A 6) B 7) B

Practice contracted forms within reduced phrases - Change each negative statement to a negative question. Then state the question using the reduced form of the words that are underlined.

- It isn't official.
- He isn't here.
- His application isn't complete.
- Her exam isn't on Tuesday.

Questions:

- /ɪzɪnt/ official?
- /ɪzɪni/ here?
- /ɪzɪnɪz/ application complete?
- /ɪzɪnər/ exam on Tuesday?

- It doesn't work.
- He doesn't know it.
- His phone doesn't ring.
- Her computer doesn't have enough memory.

- /dʌzɪnt/ work?
- /dʌzɪni/ know it.
- /dʌzɪnɪz/ phone ring?
- /dʌzɪnər/ computer have enough memory?

- It wasn't fair.
- He wasn't there.
- His mother wasn't home.
- Her brother wasn't there.

As Questions:

- /wɒznt/ fair?
- /wɒznɪ/ there?
- /wɒznɪz/ mother home?
- /wɒznər/ brother there?

- It hasn't started.
- He hasn't left.
- His mother hasn't arrived.
- Her class hasn't started.

- /hæznt/ started?
- /hæznɪ/ left?
- /hæznɪz/ mother arrived?
- /hæznər/ class started?

- It didn't rain after all.
- He didn't get the job.
- His bike has a flat tire.
- Her CD player broke.

As Questions:

- /dɪdnɪt/ rain after all?
- /dɪdnɪ/ get the job?
- /dɪdnɪz/ bike have a flat tire?
- /dɪdnər/ CD player break?

- It hadn't been cancelled.
- He hadn't responded.
- His mother hadn't arrived.
- Her class hadn't started.

- /hædnɪt/ been cancelled?
- /hædnɪ/ responded?
- /hædnɪz/ mother arrived?
- /hædnər/ class started?

- | | |
|-----------------------------|-----------------------------|
| 1. It wouldn't be the same. | 4. It couldn't be complete. |
| 2. He wouldn't be there. | 5. He couldn't be on time. |
| 3. It shouldn't be easy? | 6. He shouldn't be there. |

As Questions:

- | | |
|--------------------------|--------------------------|
| 1. /wʌdnɪt/ be the same? | 4. /kʌdnɪt/ be complete? |
| 2. /wʌdnɪ/ be there? | 5. /kʌdnɪ/ be on time? |
| 3. /ʃʌdnɪt/ be easy? | 6. /ʃʌdnɪ/ be there? |

Pronunciation: To produce the blend /dn/ in *didn't*, *hadn't*, *couldn't*, *wouldn't*, or *shouldn't*, do the following: Place your tongue tip on the alveolar ridge for *d* as you sharply raise the tongue center to direct the airflow through the nasal passage.

The following pronunciations are acceptable as well:

/dɪdənt, ædənt, kʊdənt, wʊdənt, ʃʊdənt/

REDUCED SEGMENTS WITH CONTRACTED FORMS

The final *t* in a contracted form is often omitted. When a pronoun such as *he* or *have* follow, the *h* is omitted as well. For example,

"couldn't he" is pronounced /kʊdni/

"couldn't have" is pronounced /kʊdnəv/

couldn't, shouldn't, wouldn't + have

The following are full pronunciations and reduced forms of these. Listen:

<i>could not have</i>	<i>couldn't have</i>
<i>should not have</i>	<i>shouldn't have</i>
<i>would not have</i>	<i>wouldn't have</i>

Repeat these sentences with reduced forms:

We couldn't have forgotten.

It shouldn't have happened.

I wouldn't have done that.

In the following, *couldn't have*, *shouldn't have*, and *wouldn't have* are each spoken as reduced forms; and then they are stressed for emphasis in two ways. Listen:

It *couldn't have* been. It **couldn't have** been. It **could not have** been.
 They *shouldn't have*. They **shouldn't have**. They **should not have**.
 I *wouldn't have*. I **wouldn't have**. I **would not have**.

In the following exchanges, listen to A and B, then repeat B.

A

B

I took care of it for you. Oh, you **shouldn't have**.
 It *couldn't have* been worse. I agree, it **could not have**.
 Had I known that, I **would have** gone. I *wouldn't have*.

isn't, doesn't + pronoun

Practice these in reduced forms. Listen to A and B, then repeat B. Listen again to B.

A

B

/ɪzənɪt/ Isn't it pleasant?
 /ɪzəni/ Isn't he due back soon?
 /ɪzənər/ Isn't her middle name Anne?
 /dʌzənɪt/ Doesn't it make sense to you?
 /dʌzənɪz/ Doesn't his answering machine work?
 /dʌzənər/ Doesn't her hair look nice?

The following sentences contain both positive and negative reduced forms. Repeat them:

Is it, or isn't it?
 Is he, or isn't he?


Does it, or doesn't it?
 Does he, or doesn't he?

hasn't, wasn't + pronoun

Practice reduced forms of these. Listen to A and B, then repeat B. Listen to B again.

A

B

/hæzənɪt/ Why *hasn't it* been shipped? 
 /hæzəni/ Hasn't he *picked up the phone*?
 /hæzənər/ Hasn't her package *arrived*?
 /wɒzənɪt/ Wasn't it your *turn*?
 /wɒzəni/ Why *wasn't he* there?
 /wɒzənər/ That *wasn't her* fault.


The following sentences contain both positive and negative reduced forms. Repeat them:

Has it, or hasn't it?
 Has he, or hasn't he?

Was it, or wasn't it?
 Was he, or wasn't he?

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didn't, hadn't + pronoun Practice these in reduced forms. Listen to A and B, then repeat B. Listen again to B.

A	B
/dɪdnɪt/	<i>Didn't it matter at all?</i> 
/dɪdni/	<i>Why didn't he show up?</i>
/dɪdnər/	<i>Didn't her membership expire?</i>
/hædnɪt/	<i>Hadn't it occurred to you?</i>
/hædni/	<i>Why hadn't he returned?</i>
/hædnər/	<i>Hadn't her sister called?</i>
/hædnɪz/	<i>Hadn't his family arrived?</i>

The following sentences contain both positive and negative reduced forms. Repeat them:


Did it, or didn't it?

Had it, or hadn't it?

Did he, or didn't he?

Had he, or hadn't he?

couldn't, shouldn't, wouldn't + pronoun Practice these in reduced forms. Listen to A and B, then repeat B. Listen again to B.

A	B
/kʊdnɪt/	<i>Couldn't it be possible?</i> 
/kʊdni/	<i>Couldn't he be there?</i>
/wʊdnɪt/	<i>Wouldn't it be wise?</i>
/wʊdnər/	<i>Why wouldn't her car start?</i>
/ʃʊdnɪt/	<i>Shouldn't it be left alone?</i>
/ʃʊdni/	<i>Shouldn't he be notified?</i>

The following sentences contain both positive and negative reduced forms. Repeat them:

Couldn't it, or could it?

Would he, or wouldn't he?

Shouldn't he, or should he?

In these exchanges the responses are spoken with emphasis. Listen:

A	B
He isn't going.	Isn't he?
That isn't her signature, is it?	No, that is not her signature.
Doesn't he live nearby?	No, he does not .
The package has not arrived yet.	Hasn't it?
He wasn't at the meeting.	Wasn't he?

PUTTING IT ALL TOGETHER

Practice using reduced forms and contracted forms to achieve the rhythm of American English. In the following groups of exchanges, the items in A and in B each have matching rhythm. After you hear A and B, repeat B.

A

Did you agree?
Did you apply?
Where had they gone?
Would you have known?

Wasn't that plenty?
Wouldn't it matter?
Didn't she make it?
Hadn't he noticed?

When should we meet?
When could you go?
When will you call?
Where should we meet?

Isn't it about complete?
Isn't he a friend of yours?
Wasn't she about to leave?
Doesn't it belong to you?

Did they get any help?
Do you need any more?
Are you ready to start?
Are you planning to go?

Where did you learn to dance?
What are you doing next?
When would she like to start?
Why did you stay at home?

What are your plans for summer?
What do you want to study?
When do you think you'll do that?
Why don't you try to call them? ...

B

I could **not** agree.
I **applied** today.
They had **gone** to town.
I might **not** have **guessed**.

It isn't **merely** enough.
It wouldn't **matter** at **all**.
She didn't **make** it on **time**.
He might've **noticed** it **too**.

We can **meet** after **lunch**.
I could **leave** in an **hour**.
We will **call** you at **ten**.
We should **meet** at the **park**.

No, they did **not** complete the **task**.
No, he is **not** a **friend** of **mine**.
No, she had **just** returned from **there**.
No, it does **not** belong to **us**.

They **did** it **all** by themselves.
We've **got** enough for a **week**.
I'm **going** to **start** in a **while**.
I'm **sure** we'll **go** if we **can**.

I **learned** to **dance** in **school**.
I'll **have** to **get** a **job**.
She **plans** to **start** today.
I **stayed** at **home** to **rest**.

I **plan** to **go** to **school**.
I **want** to **study** **math**.
I **think** I'll **start** in **June**.
I'll **have** to **look** them **up**.

Conversational Exercise

Practice the rhythm patterns you have learned in this section. Repeat both speakers in the following conversation.

So...got any suggestions for lunch?

..... Anywhere you want to go is fine with me.

How does Middle Eastern food sound?

..... Didn't we have that last week?

Yeah, I guess we did. How about that sandwich shop down the street?

..... Well, last time I went there, we couldn't find a seat, and I have way too much work to do to wait.

Okay, How does Thai food strike you? I'm really in the mood for curry.

..... Gee. Thai food doesn't sit well with my sensitive stomach.

So...got any suggestions for lunch?

..... Anywhere you want to go is fine with me.

THE ENGLISH CONSONANTS



INTRODUCTION TO ENGLISH CONSONANTS

THE IPA SYMBOLS FOR CONSONANTS

Following are each of the 24 English consonants and the IPA symbols that represent them. Notice that some of the symbols are identical to spellings in written English.

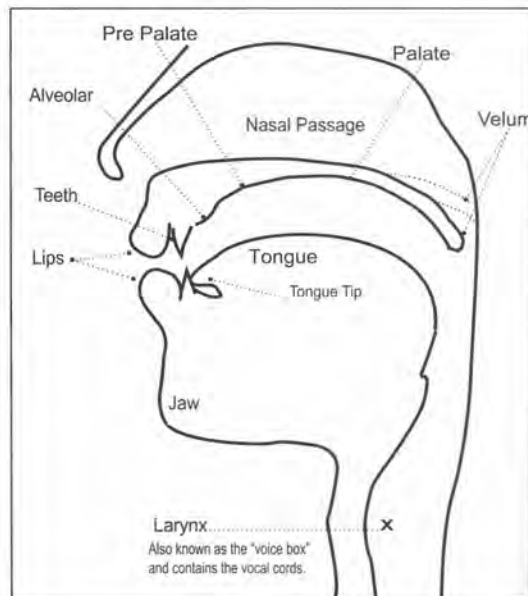
IPA	AS IN:	SPELLINGS
/p/	pay	p, pp
/b/	<u>b</u> oy	b, bb, pb
/t/	<u>t</u> ea	t, tt, ed, ght, th
/d/	<u>d</u> ay	d, dd
/k/	<u>k</u> ey	k, c, ck, cc, ch
/g/	go	g, gg, gh, gue
/tʃ/	<u>ch</u> ew	ch, tch, ti, t, te, tu
/dʒ/	<u>j</u> et	j, g, gg, dy, ge, dge, di
/f/	fee	f, ff, ph, gh
/v/	<u>v</u> an	v, f, ph
/θ/	<u>th</u> ink	th
/ð/	<u>th</u> e	th
/s/	<u>s</u> ee	s, c, cc, sc, ps, z
/z/	<u>z</u> oo	z, zz, s, ss
/ʃ/	<u>sh</u> e	sh, si, ce, ti, ci, s, ch
/ʒ/	beige	si, su, g, zi
/h/	<u>h</u> ot	h, wh, j
/w/	<u>w</u> ay	w, u, o, wh
/j/	<u>y</u> ou	y, i, u
/r/	<u>r</u> un	rr, rr, wr, rh
/l/	<u>l</u> ie	l, ll
/m/	<u>m</u> e	m, mb, mn, mm
/n/	<u>n</u> o	n, nn, kn, pn, gn
/ŋ/	si <u>ng</u>	ng, ngue

CLASSIFICATION OF CONSONANTS



These consonants are classified by the place where they are produced and by the manner in which they are produced.

The Speech Structures:



MANNER of ARTICULATION	PLACE of ARTICULATION								
	The Lips	Top Teeth & Bottom Lip	Tongue Tip & Top Teeth	Tongue Tip & Alveolar Ridge	Tongue Blade & Pre-palate	Tongue Front & Front Palate	Tongue Center & Central Palate	Tongue Back & Velum	Near the Larynx
Airflow stopped and released sharply	p, b			t, d				k, g	
Airflow released through a constricted passage		f, v	θ, ð	s, z	ʃ, ʒ				h
Airflow stopped and then released continuously					tʃ, dʒ				
Airflow released as the tongue glides	w					j	r		
Airflow released over one side of tongue				l					
Airflow released through nasal passage	m			n				ŋ	



Tongue Tip Placement

The tongue tip rests behind the bottom front teeth during most of English speech. The very back of the tongue stays in a low, relaxed position, creating a feeling of openness in the back of the mouth.

Use of Voice for Consonants

Nine of the English consonants are produced without voice. Each of these, except /h/, has a partner sound that is produced in the same place and in the same manner, but with voice.

Voiceless: /p/ /t/ /k/ /f/ /θ/ /s/ /ʃ/ /tʃ/ /h/
Voiced: /b/ /d/ /g/ /v/ /ð/ /z/ /ʒ/ /dʒ/

To contrast the feel of a voiceless consonant with that of a voiced consonant, place your hand on your throat to feel the larynx as you say these word pairs:

pin - bin

ten - den

came - game

The vibration at your throat should be shorter in duration on the first word of each pair. This is because no voice is used for the first consonant on those words.

If you stop the voice too quickly on words ending with voiced consonants, you might say one word when you mean to say another. For example:

lap instead of *lab*

bat instead of *bad*

back instead of *bag*

To feel the contrast between a voiceless ending and a voiced ending, place your hand on the larynx area and say these word pairs:

voiceless - voiced

— —
 tap - tab
 at - add

voiceless - voiced

— —
 cap - cab
 bat - bad

voiceless - voiced

— —
 nap - nab
 sat - sad

Vibration should be slightly longer on a word that ends with a voiced consonant. You will find that producing the final consonant with voice makes the preceding vowel longer.

Page 5.16 contains more word pairs for contrasting voiceless endings with voiced endings.

Aspiration

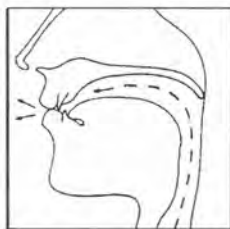
At the beginnings of words, stop consonants are released with a slight burst of air. The sound of air produced is called *aspiration*. To contrast the aspiration of a voiceless sound with that of a voiced sound, hold the back of your hand close to your mouth as you say the words below. You should feel stronger aspiration on the first word of each set.

ten - den

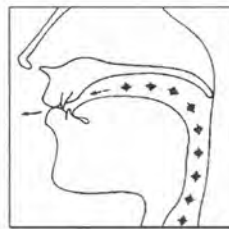
pin - bin

come - gum

p b



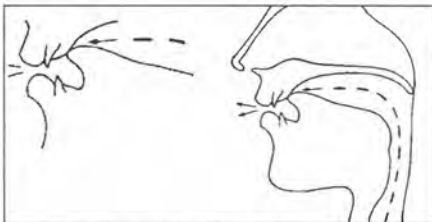
/p/ – voiceless



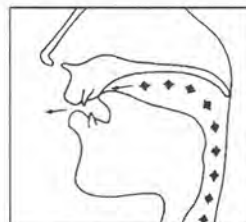
/b/ – voiced

TO PRODUCE: Stop the airflow by holding your lips together. Then part the lips quickly to release the airflow with sudden pressure.

t d



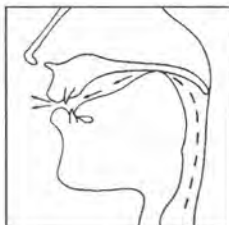
/t/ – voiceless



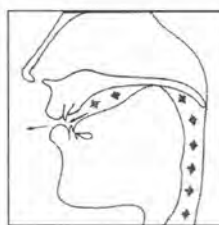
/d/ – voiced

TO PRODUCE: Place your tongue tip on the alveolar ridge (the bump behind your upper front teeth) to stop the airflow. Then lower the tip sharply to release the airflow with sudden pressure.

k g



/k/ – voiceless



/g/ – voiced

TO PRODUCE: Raise the back of your tongue against the palate to stop the airflow. Drop the tongue quickly to release the airflow with sudden pressure.



THE STOP CONSONANTS

The stop consonants are pairs of sounds that are produced in the same way except that one is voiceless and the other is voiced. They are:

/p/	<i>pit</i>	—	/b/	<i>bit</i>
/t/	<i>ten</i>	—	/d/	<i>den</i>
/k/	<i>cap</i>	—	/g/	<i>gap</i>

INITIAL STOP CONSONANTS

Listen to the contrast between voiceless stop consonants and voiced stop consonants.

pan — ban	too/two — do	came — game
pay — bay	tip — dip	cap — gap

Can you hear a marked difference between a voiceless and a voiced initial consonant? Listen to word pairs. You will hear one word again. Which is it?

pit _ bit _ ten _ den _ could _ good _

Answers: pit den could

Repeat these pairs:

cave — gave	pan — ban	time — dime
coat — goat	pay — bay	ten — den

After you hear A and B, repeat B.

A	B
How's the weather?	It's cold.
What kind of ring?	It's gold.

What is a ringlet? A curl.
Is it a boy or a girl? A girl.

Is that a jacket? It's a coat.
Is that a sheep? It's a goat.

FINAL STOP CONSONANTS

Contrast: Voiceless Endings - Voiced Endings

At the ends of words stop consonants are not aspirated. Instead, they are released softly. Listen:

at add

cap cab

back bag

Can you differentiate between these voiceless and voiced final consonants? Listen to word pairs. You will hear one word again. Which is it?

cup__ cub__

lack__ lag__

neat__ need__

Answers: cub lack need

Contrast voiceless and voiced final consonants. Repeat these word pairs as you focus on their endings.

back – bag

lap – lab

rote/ wrote – road

buck – bug

knack – nag

set – said

Which ending is longer, the voiceless or the voiced?

Contrast voiceless with voiced endings in these sentences. Repeat:

I'll be right <u>back</u>.	.....	What's in the <u>bag</u> ?
It sat on my <u>lap</u>.	.....	She works in a <u>lab</u> .
Look under the <u>mat</u>.	.....	Don't get <u>mad</u> .
The room looks <u>neat</u>.	.....	What did you <u>need</u> ?
The sun has <u>set</u>.	.....	It's what you <u>said</u> .

Complete each set of sentences to contrast their endings. Upon hearing A, say B. You will hear a model after.

A	B	A	B
He wore a blue ____	<i>cap</i> .	He took a taxi ____	<i>cab</i> .
A laboratory is called a ____	<i>lab</i> .	The napkin is on my ____	<i>lap</i> .
It's not good, it's ____	<i>bad</i> .	In baseball, you use a ____	<i>bat</i> .
I sleep in a ____	<i>bed</i> .	A gamble is a ____	<i>bet</i> .
We went for a long ____	<i>ride</i> .	Left is opposite of ____	<i>right</i> .

Practice using voiceless and voiced endings. Listen carefully to these statements and answer the questions. You will hear a model after each response.

He left his cap in the cab.

What did he leave?	___	<i>His cap.</i>
Where?	___	<i>In the cab.</i>

He carried a bag on his back.

What did he carry?	___	<i>A bag.</i>
Where?	___	<i>On his back.</i>

They found the rag on a rack.

What did they find?	___	<i>The rag.</i>
Where?	___	<i>On the rack.</i>

Abe sat down and watched the ape.

Who sat down?	___	<i>Abe.</i>
What did he watch?	___	<i>The ape.</i>

They will write and then go for a ride.

What will they do first?	___	<i>Write.</i>
What will they do next?	___	<i>Go for a ride.</i>

MIDDLE STOP CONSONANTS

A middle voiceless consonant is aspirated when it begins a stressed syllable. Listen for a contrast:

appear – upper
upon – open

occur – acre
become – backup

Practice aspirating middle stop consonants. Repeat:

appear – appearance
appeal – appealing
account – accounting

become – becoming
occur – occurring
contain – containing

Middle t and d

The Glottal Stop - Middle *t* followed by *n* is produced as a *glottal stop*. This sound is made by stopping the airflow at the larynx and then releasing it quickly, as in “button.” Listen to the contrast between *aspirated t* and the *glottal stop*.

attain – eaten

contain – cotton

retain – written

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Listen to the *glottal stop* in word pairs:

button – buttoning

sweeten – sweetening

Repeat these words:

fatten – fattening

lighten – lightening

tighten – tightening

Repeat these words and sentences:

button Push the button.

certain I'm not certain.

witness Was there a witness?

fattening Those sweets are fattening.

lightening When there's thunder, there's lightening.

The *glottal stop* is occasionally used for *t* at the ends of words. For instance, one side of a phone conversation might sound like this:

What?
I hope not.
Was it?



Where at?
What's that?
Oh, that one.

The Tapped T - Between vowels, *t* and *d* are sometimes produced as the *tapped t*. This sound is made by tapping the tongue tip across the alveolar ridge. It is identical to the *r* sound in many languages, as in “*vedy nice*” for “very nice.”

Listen to the contrast between the *tapped t* and the aspirated *t* or *d*:

tapped

aspirated

eating – attend

adding – adapt

tapped

aspirated

mating – maintain

auto – adore

Listen to words that sound the same because both *t* and *d* are produced as the *tapped t*.

atom – Adam
heating – heeding

liter – leader
matter – madder

Practice words that contain the aspirated *t* or *d* as well as the *tapped t*. Repeat:

potato
total

tomato
data

tutor
dating

LINKING: STOP CONSONANTS with VOWELS

Final *t* and *d* are produced as the *tapped t* when they occur after a vowel and are followed by another vowel. Listen:

Who wrote the letter?..... We wrote_it.

Who rode the bus? We rode_it.

Who set the table? We set_it.

Who said that? We said_it.

Practice the *tapped t* in sentences. After you hear A and B, repeat B.

A	B
Are you ready?	No, wait_a minute.
Should I total it?	Yes, add_it up.
Is the report ready?	It_is ready.
Did you like the joke?	I didn't get_it.
Did you have plans?	No, we played_it by ear.
Your efforts were rewarded. ...	Yes, they paid_off.
Did you decide?	I haven't even thought_about_it.

As you listen to the following dialogue, mark the *t*'s and *d*'s that are produced as the *tapped t*.

A	B
What do you need from the store?	I made out a list. Here it is.
See you later.	Wait a minute, I thought of something else.
What is it?	We need potatoes, lettuce, tomatoes, and avocados.
Is that everything?	Oh yes, we need cat litter too.



The tapped t shown in bold letters:

What_ d o you need from the store?	I made_ou t a list. Here it_ i s.
See you later.	Wait_ a minute, I thought_of something else.
What is it?	We need potatoes, lettuce, tomatoes and avocados.
Is that everything?	Oh yes, we need cat li t ter too.



The COMPREHENSIVE American Accent Guide

LINKING: STOP CONSONANTS with VOWELS

A final consonant other than *t* or *d* is linked to a vowel as though it begins the next word. Listen, and focus on the responses:

/p/		/b/	
What's on the table? ..	The cap_is.	What's in the street? ..	The cab_is.
/k/		/g/	
The door is unlocked. ..	I'll lock_it.	Write down the time. ..	I'll log_it.

PARAPHRASE - Practice linking. Items in A and B have similar meanings. After you hear both, repeat B.

A	B
Squeeze it.	Grip_it.
Taste the drink.	Sip_it.
Send the packages.	Ship_them.
Pretend you know how.	Fake_it.
Take a quick look.	Take_a peek.

This time, after you hear A, state the response in B. Listen to the models after.

A	B
Cut it up.	___ Chop_it.
Trade it for another.	___ Swap_it.
Embrace them.	___ Hug_them.
Inspect it.	___ Check_it_out.

LINKING: CONSONANTS – CONSONANTS

Avoid adding an extra vowel between consonants. The result can dramatically change meaning. Listen:

Add numbers. – Add a number.	Type papers. – Type a paper.
Take turns. – Take a turn.	Wrap gifts. – Wrap a gift.

In English speech, identical consonants between words are produced as one. Listen:

Good_day. What_time? The top_priority. Take_care.

To link different stop consonants, on the other hand, hold the airflow on the first one and release it on the second. Listen:

big_time.

lap_top

neck_tie

Practice linking consonants in these compound words. Repeat:

backpack
hot_dog

notebook
popcorn

feedback
webpage

Practice linking stop consonants in sentences. After you hear A and B, repeat B.

A	B
Who did the driving?	We took_turns.
Which one do you want?	I'll take_both.
Were you the photographer?	Yes, I took_pictures.
Is it a kitten?	No, it's a big_cat.
They look like football players.	Yes, they're big_guys.

THE SUFFIX -ed

Stop Consonants + Suffix -ed

The *suffix -ed* is pronounced /əd/ after *t* or *d*, for example:

want – wanted

need – needed

date – dated

The *suffix -ed* is pronounced /t/ after voiceless consonants and /d/ after voiced consonants, for example:

/k, kt/ back – backed
/g, gd/ bag – bagged

/p, pt/ rope – roped
/b, bd/ robe – robed

EXCEPTIONS - In the following adjectives, the ending -ed is pronounced /əd/:

crooked jagged naked ragged wicked

Can you hear the *suffix -ed* clearly? Listen to word pairs. You will hear one word again. Which is it?

talk __ talked __
tap __ tapped __

beg __ begged __
rob __ robbed __

Answers: talk tapped

begged rob

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Contrast: Voiceless *-ed* – Voiced *-ed*

Pay attention to the lengths of the vowels in the following word sets. Listen:

/pt/	/bd/	/kt/	/gd/
mopped -	mobbed	backed -	bagged
napped -	nabbed	locked -	logged

Which sound longer, the voiceless, or the voiced endings?

Repeat these words:

/ted/	/dɒd/	/pt/
noted	added	dipped
rented	loaded	dropped
wanted	needed	stopped

/kt/	/bd/	/gd/
knocked	nabbed	begged
looked	robbed	hugged
talked	sobbed	tagged

LINKING: Suffix *-ed* to Vowels: Practice linking the suffix *-ed* to vowels. After you hear A and B, repeat B.

A	B
/ɒd/ Were they on time?	No, we waited_and waited for them.
Did you share?	We divided_it equally.
Will she be there?	We invited_her.
/pt/ Did the audience like it? ...	They clapped_a lot.
It broke.	Who dropped_it?
Did you take it with you? ...	No, I shipped_it.
/bd/ The bathtub looks clean. ...	I scrubbed_it.
/kt/ Did you change your mind? ...	Yes, I backed_out.
Did you ring the doorbell? ..	No, I knocked_on the door.
Is the VCR ready?	Yes, it's hooked_up.
/gd/ The TV is not working.	Is it plugged_in?
Did they boast?	Yes, they bragged_a lot.

LINKING: Suffix -ed – Consonants - Practice linking the suffix *-ed* with consonants in responses. After you hear A and B, repeat B.

- | A | B |
|-------------------------------------|-----------------------|
| How long did you wait? | I waited_two hours. |
| Did you like it there? | I hated_to leave. |
| How did they look? | They looked_tired. |
| Which one did you like? | I liked_both. |
| What did you think? | They looked_great. |
| How much weight did you lose? | I dropped_ten pounds. |



The suffix *-ed* is not pronounced precisely when it is linked to another consonant. For example, mailed the sounds very much like mail the in the following sentences:

I already mailed the letter. I will mail the letter.

The suffix *-ed* is not heard at all when it is linked to *t* or *d*. For example: talked to sounds identical to talk to in the following sentences:

I talked to her yesterday. I talk to her every day.

SYNONYMS - Practice the suffix *-ed* on groups of verb synonyms. Repeat each word:

1. *arrested - detained - captured - apprehended*
2. *bet - gambled - risked - speculated*
3. *expected - awaited - anticipated - contemplated*
4. *found - detected - located - discovered*
5. *remembered - recalled - recollected - reminisced*
6. *ordered - required - demanded - requested*
7. *tested - sampled - inspected - examined*
8. *succeeded - accomplished - prevailed - triumphed*

BONUS EXERCISES

Compare the lengths of vowel sounds - In each set that follows, circle the word that contains the longer vowel or diphthong sound.

- | | | | |
|-----------------------|-----------------------|-----------------------|------------------------|
| 1. <i>bid - bit</i> | 4. <i>safe - save</i> | 7. <i>my - might</i> | 10. <i>been - bean</i> |
| 2. <i>mate - made</i> | 5. <i>house - how</i> | 8. <i>lack - lag</i> | 11. <i>mutt - mud</i> |
| 3. <i>wake - way</i> | 6. <i>bite - buy</i> | 9. <i>feet - feed</i> | 12. <i>said - set</i> |

Answers:

- | | | | |
|----------------|----------------|----------------|-----------------|
| 1. <i>bid</i> | 4. <i>save</i> | 7. <i>my</i> | 10. <i>bean</i> |
| 2. <i>made</i> | 5. <i>how</i> | 8. <i>lag</i> | 11. <i>mud</i> |
| 3. <i>way</i> | 6. <i>buy</i> | 9. <i>feed</i> | 12. <i>said</i> |

Compare the lengths of vowel sounds - In each set that follows, one word has a voiceless ending, and the other has a voiced ending. Which of the two words is spoken with a longer vowel?

- | | | | |
|----------------------|--------------------|-----------------------|--------------------|
| 1. <i>mate</i> ____ | <i>made</i> ____ | 5. <i>lied</i> ____ | <i>light</i> ____ |
| 2. <i>hack</i> ____ | <i>hag</i> ____ | 6. <i>locked</i> ____ | <i>logged</i> ____ |
| 3. <i>sight</i> ____ | <i>sighed</i> ____ | 7. <i>pig</i> ____ | <i>pick</i> ____ |
| 4. <i>roped</i> ____ | <i>robed</i> ____ | 8. <i>tapped</i> ____ | <i>tabbed</i> ____ |

Answers: 1. made 2. hag 3. sighed 4. robed 5. lied 6. logged 7. pig 8. tabbed

Review the vowel sounds - Say the following words aloud as you practice pronouncing the stop consonants with different vowels.

	/p/	/b/	/t/	/d/	/k/	/g/
/i/	pea	be/bee	team	deem	keep	geese
/ɪ/	pin	bin/been	tip	dip	kid	give
/e/	pet	bet	ten	den	kept	guest
/ei/	pay	bay	tame	dame	came	game
/æ/	pass	bass	tan	Dan	cab	gab
/ʌ/	pun	bun	ton	done	come	gum
/ɑ/	pot	ball	taught	dot	caught/cot	got
/ou/	post	boast	toe/tow	doe/dough	coat	goat
/ʊ/	pull	bull	took		could	good
/u/	pooch	booth	to/too/two	do/due	cool	goose
/aɪ/	pie	by/bye/buy	tie	die/dye	kind	guide
/au/	pout	about	tout	doubt	cow	gown

Practice the suffix -ed

SYNONYMS - In each the following word groups, all of the words are synonyms, except one. Say all the words and state which one is not similar in meaning to the others.

- arrested - detained - talked - captured - apprehended
- bet - awaited - gambled - risked - speculated
- expected - awaited - rejected - anticipated - contemplated
- found - detected - located - ordered - discovered
- looked - remembered - recalled - recollected - reminisced
- ordered - required - demanded - requested - answered
- tested - started - sampled - inspected - examined
- succeeded - stopped - accomplished - prevailed - triumphed
- believed - demanded - accepted - understood - concluded

The different word: 1. talked 2. awaited 3. rejected 4. ordered 5. looked
6. answered 7. started 8. stopped 9. demanded

Practice the suffix -ed:

The following sentences are either in the present or in the future tense. Change the verb to past tense and state the sentence. Remember to link the suffixed -ed to the sound that follows it.

- | | |
|--------------------------------------|--------------------------------------|
| 1. I like everything about it. | 7. The bus will stop here. |
| 2. I will thank everyone. | 8. I will pick up the phone. |
| 3. We will look everywhere. | 9. We investigate the problem. |
| 4. I arrive on time. | 10. She will finish early. |
| 5. I intend to call my parents. | 11. The police will arrest him. |
| 6. They work hard to finish the job. | 12. She will invite all her friends. |

As to Past Tense:

- | | |
|--|----------------------------------|
| 1. I liked everything about it. | 7. The bus stopped here. |
| 2. I thanked everyone. | 8. I picked up the phone. |
| 3. We looked everywhere. | 9. We investigated the problem. |
| 4. I arrived on time. | 10. She finished early. |
| 5. I intended to call my parents. | 11. The police arrested him. |
| 6. They worked hard to finish the job. | 12. She invited all her friends. |

Practice irregular past tense verbs:

The following sentences are either in the present or in future tense. Change the verb to its irregular past tense form and then state the sentence.

- | | |
|------------------------------|--|
| 1. I think it is right. | 5. She will go to that college. |
| 2. I take the morning train. | 6. The kids run all the way to school. |
| 3. I will bring you flowers. | 7. We will buy a new computer. |
| 4. I find the right street. | 8. We drive carefully. |

As Irregular Past Tense:

- | | |
|-------------------------------------|---|
| 1. I <u>thought</u> it was right. | 5. She <u>went</u> to that college. |
| 2. I <u>took</u> the morning train. | 6. The kids <u>ran</u> all the way to school. |
| 3. I <u>brought</u> you flowers. | 7. We <u>bought</u> a new computer. |
| 4. I <u>found</u> the right street. | 8. We <u>drove</u> carefully. |

Practice the suffix -ed in conversational speech:

Tell about events in your day. Use regular verbs that require suffix -ed as well as irregular verbs. For example:

"I walked to the bus stop and waited about ten minutes for the bus. The bus dropped me off at the library. There, I studied, I looked up information, and checked out some books...."

MINIMAL PAIRS of FINAL STOP CONSONANTS

p, b

cap - cab	lap - lab	pup - pub	slop - slob
cup - cub	loop - lube	rip - rib	sop - sob
flap - flab	mop - mob	rope - robe	tap - tab
gap - gab	nap - nab	slap - slab	swap - swab

t, d

at - ad/add	cute - cued	rate - raid	suit - sued
ate - aid/aide	fat - fad	right/rite/write - ride	suite/sweet - Swede
bat - bad	fate - fade	rot - rod	tight - tide/tied
beat/beet - bead	float - flowed	rote/wrote - road/rode	tote - toad
bet - bed	fright - fried	sat - sad	trait - trade
bit - bid	gloat - glowed	seat - seed	trite - tried
brat - Brad	grate/great - grade	set - said	wait/weight - wade/weighed
bright - bride	hat - had	sight/site - side/sighed	wet - wed
brute - brewed	heat - heed	slight - slide	wept - webbed
but - bud	mate - made/maid	slit - slid	wheat - weed/we'd
coat - code	oat - owed	state - stayed	white - wide
cot - cod	pat - pad	straight - strayed	

k, g

back - bag	frock - frog	luck - lug	smock - smog
buck - bug	hack - hag	peck - peg	snack - snag
clock - clog	Jack - jag	pick - pig	stack - stag
Dick - dig	jock - jog	pluck - plug	tack - tag
duck - Doug	knack - nag	rack - rag	tuck - tug
dock - dog	leak - league	Rick - rig	whack - wag
flack - flag	lack - lag	sack - sag	wick - wig
flock - flog	lock - log	shack - shag	

pt, bd

roped - robbed	mopped - mobbed	ripped - ribbed	swapped - swabbed
looped - lubed	napped - nabbed	roped - robed	tapped - tapped

kt, gd

backed - bagged	lacked - lagged	sacked - sagged	tucked - tugged
bucked - bugged	locked - logged	snacked - snagged	whacked - wagged
flocked - flogged	plucked - plugged	tacked/tact - tagged	

SILENT SPELLINGS

Spellings p, b – These are not pronounced in the following words:

bomb	doubt	thumb	corps	cupboard
climb	dumb	tom	coup	pneumonia
comb	lamb	womb	psalm	pseudonym
crumb	limb	plumber	psyche	psychologist
debt	numb	plumbing	psychic	psychology
		subtle	receipt	

Spellings t, d – These are not pronounced in the following words:

ballet	fillet	hasten	mustn't	mortgage
bouquet	gourmet	listen	bristle	Christmas
buffet	rapport	moisten	castle	handsome
debut	vale	often	hustle	handkerchief
depo	fasten	soften	whistle	Wednesday
				wrestle

Spellings k, c, g – These are not pronounced in the following words:

bought	light	align	foreign	alignment
bright	might	assign	knowledge	arraignment
brought	night	benign	muscle	assignment
caught	ought	campaign	sovereign	consignment
drought	reign	champagne		designer
feign	right	consign		
fight	sign	design		
fought	sight	distract		
height	sought	Indict		
high	taught	malign		
knack	thought	resign		
knee	weigh	tonight		
knock	weight			
know	wrought			

CONTINUANT CONSONANTS

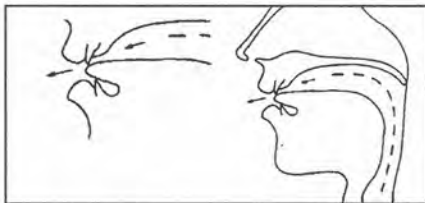
The sounds that follow in this section are produced with continuous airflow.

θ ð

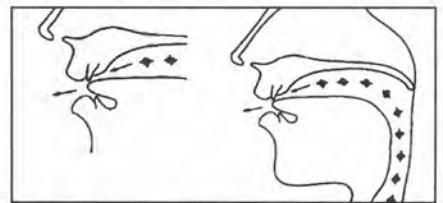
TO PRODUCE: Keep your tongue flattened, as you raise its sides against your upper side teeth. Place the flattened tongue tip below the upper front teeth, allowing a passage for the airflow.

The airflow must be continuous. If you are placing your tongue tip below the top teeth but are still producing a sound that is more like /t/ or /d/, you are stopping the airflow. To avoid this, lower the tip sufficiently.

Try the following technique: Place the tongue tip low enough to produce the sound /h/, and then raise it gradually until you are producing /θ/. Practice on the words below. Say them at first with the /h/ sound, and then gradually raise the tip until you are saying them with /θ/. While you do this, hold the back of your hand close to your mouth so that you can assure that the air is flowing between the tip and upper teeth.



/θ/ – voiceless



/ð/ – voiced

Few English words contain the sounds /θ, ð/. Some of these words, however, are used very frequently, including:

the, this, that, these, those, they, than, then, and thank.



/θ/ – *thin, thank*

/ð/ – *then, that*

Contrast: /θ/ – /t/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

thank__ tank__
thick__ tick__

bath__ bat__
booth__ boot__

Answers: thank tick

bath booth

Say the following words to contrast the /θ/ and /t/ sounds. Remember that the airflow is continuous for /θ/, while stopped for /t/. Repeat:

thought – taught
thread – tread
thin – tin

threw/through – true
three – tree
with – wit

both – boat
faith – fate
math – mat

See page 5.24 for more practice words that contain the sounds /θ/ and /t/.

Now repeat these words and sentences:

thank – tank	Whom should I thank?	I filled up the tank.
thick – tick	The fog is thick.	It's a loud tick.
bath – bat	I took a hot bath.	Is that a bird or a bat?
booth – boot	Where's the phone booth?	Where's the other boot?

Try sentences with both /θ/ and /t/. Repeat, and then listen again.



Is it one tree, or three?
We both went on the boat.



Thank you for filling the tank.
Is it true you are through?



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Practice contrasting the /θ/ and /t/ sounds. After you hear A, say the correct response in B. You will hear a model after.

A	B	A	B
It involves numbers.	Math.	A washing.	A bath.
Short for Matthew.	Matt.	It's used in baseball.	A bat.
It's an idea.	A thought.	It's a number.	Three.
Past tense for teach. ...	Taught.	A tall woody plant.	A tree.
The upper leg.	The thigh.	Opposite of thick.	Thin.
Short for necktie.	Tie.	A kind of metal.	Tin.
A kind of enclosure.	A booth.	One and the other.	Both
You wear it on your foot.	A boot.	A water craft.	A boat.
No one can avoid this. ..	Death.		
A liability.	A debt.		

Contrast: /ð/ – /d/

Can you hear the contrast between the /ð/ and /d/ sounds? Listen to these word pairs. You will hear one word again. Which is it?

there __ dare __
then __ den __

they __ day __
breathe __ breed __

Answers: there den

day breathe

Remember that the airflow is continuous for /ð/, while it is stopped for /d/. Repeat:

those – doze
though – dough

lather – ladder
soothe – sued

Now say these words and sentences. Repeat:

then – den	Now or then?	It's in the den.
there – dare	Leave it there.	Do you dare?
they – day	Who are they?	Have a nice day.
those – doze	I need those.	A nap is a doze.

Practice both /ð/ and /d/ in sentences. Repeat, and listen again.

I then went to the den.
They took one day.

Did you say dose or those?
I don't dare go there.

For sounds /θ/ and /ð/, the airflow passes between the tongue tip and the upper teeth. For the sounds /s/ and /z/, the airflow passes between the tongue near the tip, and the alveolar ridge. The tongue tip is down.

Contrast: /θ/ – /s/

Can you differentiate between /θ/ and /s/? Listen to these word pairs. You will hear one word again. Which is it?

faith ___ face ___
forth/fourth ___ force ___

Answers: faith force

thank ___ sank ___
thing ___ sing ___

thank thing

Repeat these word pairs:

mouth – mouse
tenth – tense


think – sink
thought – sought

thumb – some/sum
worth – worse

Repeat these words and sentences:

forth – force	He paced back and forth.	It hit with force.
thaw – saw	To melt is to thaw.	That's not what I saw.
worth – worse	How much is it worth?	It couldn't be worse.
thing – sing	That is a good thing.	I heard the chorus sing.
thumb – sum	Press with your thumb.	The total is the sum.

Practice both /θ/ and /s/ in sentences. Repeat, and listen again.

It's no sin to be thin. 
I think it's in the sink.
There's something on my thumb.

After you hear A, state the correct response in B. You will hear a model after.

A	B	A	B
It's part of the hand....	___ <i>The thumb.</i>	Opposite of thin. ...	___ <i>Thick.</i>
The total. ...	___ <i>The sum.</i>	He's ill. ...	___ <i>He's sick.</i>
It means narrow. ...	___ <i>Thin.</i>	Another name for object. ...	___ <i>Thing.</i>
A wrongdoing. ...	___ <i>A sin.</i>	What a choir does. ...	___ <i>Sing.</i>
The date after the third. ...	___ <i>The fourth.</i>	It's below the nose. ...	___ <i>The mouth.</i>
It means power. ...	___ <i>Force.</i>	It's by the computer. ...	___ <i>The mouse.</i>

Contrast: /ð/ - /z/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

breathe__ breeze__ clothing__ closing__ then__ Zen__

Answers: breeze clothing Zen

Repeat these words and sentences:

breathe – breeze	We all must breathe.	I feel a cool breeze.
clothing – closing	I like the clothing.	The store is closing.
teething – teasing	The baby is teething.	I was only teasing.

Practice both /ð/ and /z/ sounds in sentences. Repeat, and listen again.

The clothing store is closing.

Breathe in the cool breeze.

He then studied Zen.

Practice numbers containing the sound /θ/. Repeat:

3, 13

30, 333

1000, 1033

3000, 3030

Sound Clusters – /θ, ð/

When /θ/ follows /n/, place the tongue tip for /n/ in the same place as for /θ/, with the tongue tip between the upper and lower teeth. Repeat these numbers:

7th, 9th, 10th, 11th

13th, 14th, 15th

16th, 17th, 18th, 19th

In the following words, the consonant before /θ, ð/ is produced in the same place as /θ, ð/. First stop the airflow, and then lower the tongue tip quickly for /θ, ð/. Repeat:

eighth

length

width

To produce /θ/ + /s/, move the tongue tip from the position of /θ/ into the position of /s/ without touching the alveolar ridge. Repeat:

booths
eighths

fifths
fourths

months
tenths

Practice linking /θ, ð/ with /t/ or /d/. Repeat:

What_thing?
Who did_that?
I'll wait_there.

Did_they?
I would_thank him.
You might_think that.

SYNONYMS - Practice /θ, ð/ sounds in synonyms. After you hear A, say its synonym, B. Then listen to the model.

A	B
defrost	___ thaw
disturb	___ bother
dirty	___ filthy
grateful	___ thankful
skinny	___ thin
an idea	___ a thought

A	B
arithmetic	___ math
dirt	___ filth
religion	___ faith
richness	___ wealth
dentures	___ false teeth
sports	___ athletics

ANTONYMS - Practice both /θ, ð/ sounds in antonyms within phrases. After you hear A, say its opposite, B. Listen to the model after.

A	B
They're apart	___ They're together.
It's a birth.	___ It's a death.
It's ours.	___ It's theirs.
It's either.	___ It's neither.
My father.	___ My mother.
Is it here?	___ Is it there?
They're nearer.	___ They're farther.
Go north.	___ Go south.
Do it now.	___ Do it then.

A	B
Two sisters.	___ Two brothers.
I have nothing.	___ I have something.
I like those.	___ I like these.
Look at that.	___ Look at this.
Very thick.	___ Very thin.
Go with us.	___ Go with them.
We are.	___ They are.
What's the length?	___ What's the width?
With sugar.	___ Without sugar.

Practice the sounds /θ, ð/ in a dialogue. After you hear A and B, repeat B.

A	B
I think these are the best ones.	I thought they were the only ones.
No, there's another kind over there. ...	Those on the right?
Yes, they're the new ones.	I think those are even better than these.

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Conversational Exercise

The following dialogue typifies the frequent use of the /θ, ð/ sounds in conversational speech. Listen.

Excuse me? Do you have that in blue?
..... Do I have this in blue?
No, that!
..... This?
No, that right there.
..... Just so we understand each other, is this the "that"
you were referring to?
That's it! But I do have a question. What exactly is the
difference between this, that, and those over there?
..... Well, it basically boils down to this: This, that, and the other.
That I can understand. Thanks for clearing that up for me.
..... Hey. It's this simple: That's my job.

Practice Words with Sounds /θ/ & /ð/

As you say the following words, feel the airflow pass between your tongue tip and your front upper teeth. Hold the back of your hand close to your mouth to feel a continuous airflow.

Initial /θ/

thank
theft
thick
thief
thigh

think
third
thorn
thought
thumb

thankful
thirsty
thirty
thousand

thorough
Thursday

thankfully
thoroughly

Final & Middle /θ/

booth
both
death
earth
faith

math
moth
mouth
teeth
with

author
ethics
nothing
something
truthful

athlete
bathtub
phone booth
toothbrush
toothpaste

athletic
authentic
pathetic
synthetic

Initial & Final /ð/

than
that
them
there/their

they
this
though
those

thereby
therefore
therein

bathe
breathe
smooth

Middle /ð/

bother
breathing
brother
clothing

either
father
feather
leather

mother
neither
other
rather

smoothie
soothing
weather/whether

another
together

BONUS EXERCISES

Identify pronunciations of the suffix -ed:

How are the endings of the following words pronounced? Select from the sounds shown above the words.

æd/ /pt/ /bd/ /kt/ /gd/ /ft/ /vd/ /ðd/

- | | | | |
|----------------|----------------|---------------|------------------|
| 1. packed_____ | 4. begged_____ | 7. acted_____ | 10. baked_____ |
| 2. tipped_____ | 5. robbed_____ | 8. loved_____ | 11. laughed_____ |
| 3. booted_____ | 6. peaked_____ | 9. added_____ | 12. bathed_____ |

Correct:

- | | | | |
|---------|---------|---------|----------|
| I. /kt/ | 4. /gd/ | 7. /æd/ | 10. /kt/ |
| 2. /pt/ | 5. /bd/ | 8. /vd/ | 11. /ft/ |
| 3. /æd/ | 6. /kt/ | 9. /æd/ | 12. /ðd/ |

Practice the sounds /θ/ and /ð/ in sentences:

SYNONYMS - Below are sets of synonyms. For each item say a sentence containing both words. For example:

"Another word for arithmetic is math." or "Arithmetic means the same as math."

- | A | B | A | B | A | B |
|---------------|-------------|-------------|----------|--------------|-----------|
| 1. arithmetic | math | 5. dirty | filthy | 9. religion | faith |
| 2. defrost | thaw | 6. disturb | bother | 10. richness | wealth |
| 3. dentures | false teeth | 7. grateful | thankful | 11. skinny | thin |
| 4. dirt | filth | 8. idea | thought | 12. sports | athletics |

ANTONYMS - Match each word under A with its antonym under B (The first set is matched for you). Then say sentences containing both words. For example:

"Apart is the opposite of together." or "Apart and together are opposites."

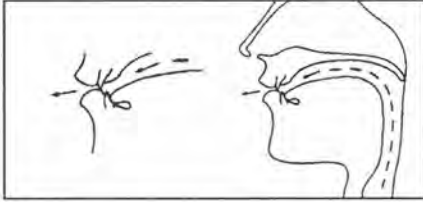
- | A | B | A | B |
|------------|----------|---------------|---------|
| 1. apart | there | 11. sister | length |
| 2. birth | south | 12. something | that |
| 3. deposit | farther | 13. these | them |
| 4. either | together | 14. thick | brother |
| 5. father | death | 15. this | with |
| 6. here | theirs | 16. us | nothing |
| 7. nearer | withdraw | 17. we | those |
| 8. north | neither | 18. width | they |
| 9. now | mother | 19. without | thin |
| 10. ours | then | | |

Corresponding Antonym:

1. together 2. death 3. withdraw 4. neither 5. mother 6. there 7. farther
 8. south 9. then 10. theirs 11. brother 12. nothing 13. those 14. thin
 15. that 16. them 17. they 18. length 19. with

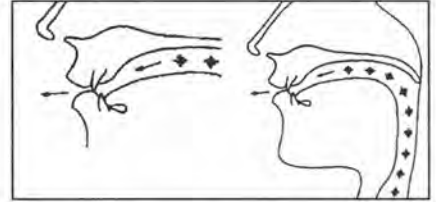


TOPRODUCE: Place your bottom lip under your front upper teeth, allowing a passage for a continuous airflow.
Sound /f/ is aspirated when it begins a word or a stressed syllable.



/f/ voiceless

fine, few, phone



/v/ - voiced

vine, view, vinyl

Contrast: /f/ – /v/

Can you differentiate between these sounds? Listen to these word pairs. You will hear one word again. Which is it?

face__ vase__

leaf__ leave__

safe__ save__

Answers: vase leave save

Repeat these words:

fan – van

rifle – rival

fine – vine

surface – service

Repeat these words and sentences.

vine – fine	The <u>vine</u> looks <u>fine</u> .
refuse – reviews	I <u>refuse</u> to read the <u>reviews</u> .
leave – leaf	Did you <u>leave</u> the <u>leaf</u> ?
save – safe	<u>Save</u> the money in a <u>safe</u> .

Contrast: /f, v/ – /θ, ð/

Can you differentiate between /θ, ð/ and /f/ or /v/? Listen to word pairs. You will hear one word again. Which one is it?

thirst__ first__ think__ fink__ that__ vat__

Answers: thirst fink vat

Repeat these words and sentences:

think – fink	Stop and think.	Is a cheater a fink?
thirst – first	This will quench your thirst.	Do first things first.
these – fees	I'll take one of these.	What are the fees?
that – vat	Take a look at that!	The big tub is a vat.

See page 5.29 and 5.30 for more practice words on the sounds /f/ and /v/.

f + suffix -s = /fs/

v + -suffix -s = /vz/

Suffix -s

Suffix -s is voiceless after /f/, and it is voiced after /v/. Listen:

proofs – proves safes – saves waifs – waves

Repeat these words:

laughs	loves	negatives
paragraphs	involves	relatives
photographs	dissolves	

f + suffix -ed = /ft/

v + -suffix -ed = /vd/

Suffix -ed

Suffix -ed is voiceless after /f/, and it is voiced after /v/. Listen:

laughed – loved lift – lived proofed – proved

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Repeat the following words:

/ft/	/vd/	/vd/
coughed	lived	behaved
craft	proved	believed
lift	shoved	involved

Practice /f/ and /v/ plus -ed. After you hear A and B, repeat B.

	/ft/
A	B
Did he find it funny?	Yes, he laughed about it.
Did they work hard?	No, they goofed off.
Did you leave late?	No, I left early.
Was it included?	No, it was left out.

	/vd/
A	B
Does he still have a mustache?	No, he shaved it off.
How was the movie?	I loved it.
Did you have any doubt?	No, I believed it.
Did the package arrive?	Yes, I received it yesterday.

Contrast: /v/ – /b/

For /v/ the airflow is directed between the upper teeth and the bottom lip. For /b/, the airflow is stopped by the lips, and then released quickly. These sounds are usually pronounced as spelled.

Can you differentiate between the sounds /v/ and /b/? Listen to these word pairs. You will hear one word again. Which is it?

van__ ban__ vest__ best__ very__ berry__

Answers: ban vest very

Repeat words and sentences to contrast /v/ with /b/:

<i>curve – curb</i>	<i>Drive around the curve.</i>	<i>Park near the curb.</i>
<i>very – berry</i>	<i>I'm very thankful.</i>	<i>A berry is a tiny fruit.</i>
<i>vest – best</i>	<i>He wore a vest.</i>	<i>Which is the best?</i>
<i>vet – bet</i>	<i>I took my pet to the vet.</i>	<i>A gambler likes to bet.</i>
<i>vote – boat</i>	<i>Register to vote.</i>	<i>They travel by boat.</i>

Words that end with *-lf* become plural by changing *f* to *v* and adding the suffix *-es*.

Irregular Plurals – /lvz/






Practice the singular as well as the plural forms of words that end with *lf*. Repeat:

/f/ /lvz/
self – selves
shelf – shelves






/f/ /lvz/
himself – themselves
yourself – yourselves

Practice Words with Sound /f/

initial /f/

				
fade	fight	foot	factor	familiar
fail	firm	fowl/foul	famous	fantastic
fan	fist	full	fancy	forever
fat	fold	fun	favor	
fed	food	phone	fiction	

final /f/

				
beef	laugh	roof	tough	belief
brief	loaf	rough	safe	relief
cough	off	scarf	turf	enough
deaf	proof	surf	wife	

Practice Words with Sound /v/

initial /v/

vain/vane/vein
van
vault
vow

verse
vest
void
vote

valid
vary/very
victim
visit

vacuum
value
volume

final /v/

drive
gave
give
have

leave
live
love
move

prove
rove
shave
shove

alive
arrive
believe
receive

BONUS EXERCISES

Practice contrasting the sounds /v/ and /b/:

For each item, select the correct word from the two shown in parenthesis. Then say the sentence. Remember that both /v/ and /b/ are pronounced just as they are spelled.

1. A (ban, van) is bigger than a car.
2. Cold air came out of the (bent, vent).
3. Did you ever (bet, vet) on a racehorse?
4. A (bow, vow) is a kind of promise.
5. That is not a (boat, vote), it is a big ship.
6. He wore a (best, vest) under his jacket.
7. What kind of (berry, very) is in that pie?
8. The (curve, curb) is in the shape of an 's'.
9. If you are sophisticated, you are (suave, swab).

Answers: 1. van, 2. vent, 3. bet, 4. vow, 5. boat, 6. vest, 7. berry, 8. curve, 9. suave

Practice pronunciations of suffix -ed:

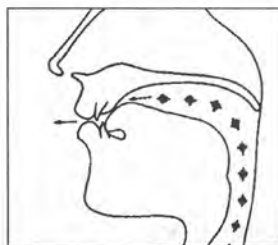
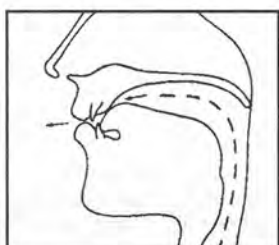
Talk about the places where you have lived or have visited. Focus on your use of past tense verbs. For example:

"I was born in ____, and lived there until I was ____. During that time, I visited ____. I moved to ____ in ____ and have lived there since. In the past few years, I have traveled to....."

THE SIBILANT SOUNDS

S Z

TO PRODUCE: Hold your tongue tip behind your bottom teeth and place the tongue sides against the upper sides of your mouth. Raise the front of the tongue toward the alveolar ridge to form a narrow passage. Direct the airflow forward continuously through the passage.



/s/ - voiceless



The sound /s/ is similar to the hissing sound of a leaking tire.

/z/ - voiced



The sound /z/ is similar to the buzzing sound of a bee.

Lip Posture for /s/ and /z/



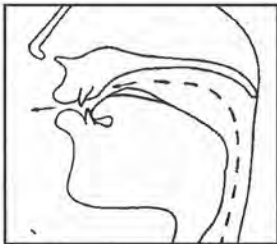
Retract for high-front vowels,
as in: *see lease easy*



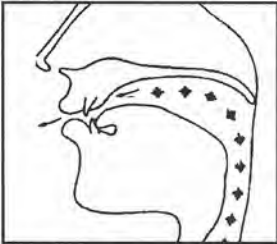
Round for high-back vowels,
as in: *soon so whose/who's*

ʃ ʒ

TO PRODUCE: With your tongue tip behind your bottom teeth, place the tongue sides against the upper sides of your mouth. Slightly raise your tongue in front to create a wide passage for a continuous airflow.



/ʃ/ - voiceless
she nation wish



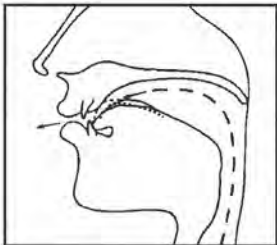
/ʒ/ - voiced
pleasure beige

In English this sound occurs only in the middle or at the ends of words.

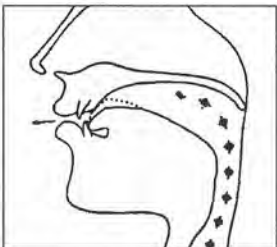
tʃ dʒ

TO PRODUCE: With your tongue tip down behind your bottom teeth, place your tongue sides against the upper sides of your mouth. Stop the airflow by raising the tongue in front against the alveolar ridge. Then drop the tongue sharply to release the airflow through a wide passage.

Think of combining two sounds into one:
/tʃ/ - Stop the airflow for /t/ and then release it sharply for /ʃ/.
/dʒ/ - Stop the airflow for /d/ and release it sharply for /ʒ/.



/tʃ/ - voiceless
chew watching each



/dʒ/ - voiced
jam major edge

Lip Posture for /ʃ/, /ʒ/, /tʃ/, /dʒ/



Round the lips and project them outward slightly.

THE SIBILANT SOUNDS



A sibilant is a sound that has a whistle-like quality. The sibilant speech sounds are pairs of sounds produced in the same way, except that one sound is voiceless and the other is voiced. The sibilants are:

/s/ say, so, ace /z/ zoo, zip, maze

/ʃ/ she, ship, ash /ʒ/ rouge, beige, pleasure

/tʃ/ chew, chip, each /dʒ/ jaw, jam, age

INITIAL SIBILANT SOUNDS

Can you hear the difference between different sibilant sounds? Listen to word pairs. You will hear one word again. Which is it?

sack __ Zach __
sea/see __ she __

chunk __ junk __
share __ chair __

Zoe __ Joe __
ages __ Asia's __

Answers:

sac
she

junk
share


Zoe
Asia's


Contrast the various sibilant sounds. Repeat these word pairs:

sip – zip
Sue/sue – zoo
ship – chip
shop – chop

sign – shine
so – show
cheap – Jeep
choke – joke

To practice contrasting the sibilant sounds, repeat these words and sentences. Then listen again.

sane Not crazy, but sane. 
Jane Her name is Jane.
chain How long is the chain?
shack They live in a shack.
sack Look in the sack.

Zach Zachary is called *Zach*. 
Jack Have you heard from Jack?
seat I'll save you a seat.
sheet I signed the sheet.
cheat It's not fair to cheat.

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Practice contrasting initial sibilants in exchanges. Listen to A and B, and then repeat B.

A	B
It's below the mouth.	The chin.
It's below the knee.	The shin.
What kind of animal?	A sheep.
What kind of vehicle?	A Jeep.
What's that game?	It's chess.
Who's that?	It's Jess.
What's another word for select.	Choose.
What would you like to drink?	Juice.
Is it a difficult task?	Yes, it's a chore.
Is it a seaside?	Yes, it's a shore.
Here's a drink.	I'll take a sip.
How will you get there?	I'll take a ship.
Is it like this one?	Yes, it's the same.
Is it embarrassing?	Yes, it's a shame.
I wasn't serious.	Were you joking?
I couldn't stop coughing.	Were you choking?
Is it a tiny piece?	No it's a chunk.
Is that good stuff?	No, it's junk.

Listen carefully to these statements and answer the questions. You will hear models after each response.

Jess was visiting, and we played chess.

Who was visiting? _____	<i>Jess.</i>
What did they play? _____	<i>Chess.</i>

While driving the Jeep, she spotted the sheep.

What was she driving? _____	<i>The Jeep.</i>
What did she spot? _____	<i>The sheep.</i>

Sue was late because she had lost her shoe.

Who was late? _____	<i>Sue.</i>
What had she lost? _____	<i>Her shoe.</i>

He found the chunk, and mistook it for junk.

What did he find? _____	<i>The chunk.</i>
What did he mistake it for? _____	<i>Junk.</i>

st - stay	sk - sky	sp - spy
sm - smile	sl - slow	sn - snow

/S/ BLENDS

The consonant /s/ combines with certain other consonants to form *s* blends.

TOPRODUCE: As you are releasing the airflow for /s/, form the adjoining consonant:

/st/	As you release /s/, place the tongue tip for /t/.
/sk/	As you release /s/, raise the tongue back for /k/.
/sp/, /sm/	As you release /s/, close the lips for /p/ or for /m/.
/sl/, /sn/	As you release /s/, place the tongue tip for /l/ or for /n/.

Listen to words with *s* blends:

school stop spend sleep

To produce an *s* blend, form the second consonant while releasing /s/. To say *stand*, for example, place your tongue tip in position for /t/ as you release /s/. Practice *s* blends. Repeat:

/st/	/sk/	/sp/	/sm/	/sl/	/sn/
Steve	scan	speak	small	slim	snap
step	school	spend	smell	slow	sneak
stop	sky	sport	smile	slum	snow

Refining the *s* Blend - Avoid adding a vowel sound before an *s* blend, as in “estay” for *stay*, or “esky” for *sky*. This can change meaning. Listen:

A	B
What's another word for respect.	Esteem.
What is water vapor?	Steam.
A facial expression.	A smile.
Opposite of frown.	Smile.

Repeat these responses:

A	B
An institution of learning.	A school.
Where did you go today?	School.
An opinion or position.	A stand.
Opposite of sit.	Stand.
An aroma or scent.	A smell.
To sniff.	Smell.
Part of a bicycle wheel.	A spoke.
Past tense for speak.	Spoke.

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Avoid inserting a vowel in *s blends*. This can change meaning. Listen:

Where's the best location? That spot.
Is that a pan? That's a pot.

Who is James Bond? That spy.
Is that a cake? That's a pie.

Now repeat the responses:

A	B
What do you find attractive?	That smile.
How far is that?	That's a mile.
How small is the micro chip?	That small.
What is that building?	It's a mall.
What did you find in the garden?	That snail.
What is that sharp object?	That's a nail.



FINAL SIBILANT SOUNDS

Contrast: /s/ – /z/

Listen:

hearse – hers

hiss – his

this – these

Which ending is longer, the voiceless or the voiced?

Can you hear the difference between the final sounds /s/ and /z/? Listen to word pairs. You will hear one word again. Which is it?

lace ____ lays ____ miss ____ Ms. ____ race ____ raise ____




Answers: lace Ms. race

Repeat these word pairs:

loose – lose
loss – laws

rice – rise
this – these

Practice final /s/ and final /z/ in exchanges. After you hear A and B, repeat B. Then listen again.

A	B
It means location.	Place. 
Broadway is famous for these.	Plays.
Opposite of <i>conflict</i>	Peace.
A kind of vegetable.	Peas.
A contest.	A race.
An increase in pay.	A raise.
The damage.	The loss.
They're made to protect us.	The laws.
What made the drinks cold?	The ice. 
What do you notice first?	The eyes. 
What are you looking for?	The price.
What are you hoping for?	The prize.
Are they fleas?	No, they are lice.
Are they true?	No, they are lies.

Frequently Used Words Ending in /z/ – The s spelling is voiced in these exchanges.
Listen:

A	B
Is it?	It is.
Was it?	It was.
Guess whose?	Whose?

Listen to A and B, and then repeat B.

A	B
Was, or wasn't it?	It was.
Does it?	It does.
Whose was that?	It was his.
Has he called?	He has.
Was she here?	She was.
Is it as old?	As old as what?

Contrast: /ʃ/ – /tʃ/

Listen:

crush – crutch

lash – latch

mash – match


Repeat these words:

cash – catch

wash – watch

wish – which/witch

Practice the final /ʃ/ and the final /tʃ/ in exchanges. After you hear A and B, repeat B. Then listen again.

A	B
What are you washing?	A dish. 
What are you digging?	A ditch.
What should I do with the potatoes?	Mash them.
What should I do with the socks?	Match them.
It's dirty.	Okay, I'll wash it.
Please take care of this.	Okay, I'll watch it.

Contrast: /tʃ/ – /dʒ/



Contrast the voiceless ending /tʃ/ with the voiced ending /dʒ/. Listen:

batch – badge

etch – edge

h – age

After you hear A and B, repeat B. Then listen again.

A	B
What is a belt?	A cinch. 
What is a slight burn?	A singe.
I'm learning calligraphy.	That's a good h. 
I'm 29 years old.	That's a good age.
That's a large wash load.	It's a big batch.
Is that a large button?	It's a big badge.

Word meanings determined by voiceless or voiced endings:

Certain words can function either as nouns or as verbs. When spoken with a voiceless ending, the word is a noun. When spoken with a voiced ending, it is a verb.

/s/	/z/	/s/	/z/
noun	verb	noun	verb
ab <u>s</u> e	ab <u>z</u> e	exc <u>s</u> e	exc <u>z</u> e
advic <u>s</u> e	advic <u>z</u> e	hous <u>s</u> e	hous <u>z</u> e
close	close	us <u>s</u> e	us <u>z</u> e

Noun - /s/ (voiceless)

Mistreatment is abuse.
That's a good excuse.
I need some advice.
Do you have any use for that?
I live close to work.

Verb - /z/ (voiced)

Do not abuse your privileges.
Excuse me.
I advise you to wait.
I will use this.
Please close the door.

The following dialogues contain nouns (voiceless endings), and verbs (voiced endings).

I asked for <u>advice</u> .	/ədvaɪs/
..... What kind of <u>advice</u> ?	/ədvaɪs/
On what to do with my life.	
..... What did they <u>advise</u> you?	/ədvaɪz/
They <u>advised</u> me to think for myself.	/ədvaɪzd/

Is the store in the mall?	
..... No, it's <u>close</u> to the mall.	/klaʊs/
What time do they <u>close</u> ?	/klaʊz/
... They <u>close</u> at six, and open at nine.	/klaʊz/

Contrast: /ʒ/ – Other Sibilant Sounds

Listen to words contrasting the sibilant sounds /z/ and /ʒ/:

bays

beige

Now repeat:

use all – usual

enclose hers – enclosures

Listen to words contrasting the sounds /ʃ/ and /ʒ/:

masher – measure

pressure – pleasure

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Repeat:

trash it – treasure

Russian – Persian

vicious – vision

Listen to words contrasting the sounds /dʒ/ and /ʒ/:

aging – Asia

Repeat these words:

legion – leisure

virgin – version

message – massage

Repeat these sentences. Then listen again.

The Persian rug is beige.
Asia has many treasures.



They measured the garage.
Does aging affect vision?



The Suffix -s

Pronunciations:

Grammatical Form	/z/	/z/	/s/
	Voiced Vowel + z	Voiced Consonant + z	Voiceless Consonant + s
(third person verb)	The plaintiff <u>sues</u> .	He <u>bags</u> groceries.	He <u>pets</u> the dog.
(plural)	There are two <u>Sues</u> .	I need two <u>bags</u> .	How many <u>pets</u> ?
(possessive)	It's <u>Sue's</u> fault.	The <u>bag's</u> contents.	The <u>pet's</u> owner.
(contraction: noun + is)	<u>Sue's</u> home.	The <u>bag's</u> full.	The <u>pet's</u> eating.
(contraction: noun + has)	<u>Sue's</u> gone home.	The <u>bag's</u> been filled.	The <u>pet's</u> eaten.

STOP CONSONANTS + S

Suffix -s

Can you hear the *suffix -s* attached to consonants? Listen to words, once with a suffix and once without. You will hear one word again. Which is it?

caps __ cap __

dates __ date __

bags __ bag __

Answers: cap date bags

Contrast: Suffix -s Voiceless – Suffix -s Voiced

The suffix -s is voiceless after voiceless consonants, and it is voiced after voiced consonants. Listen:

backs – bags laps/lapse – labs rates – raids

Note again that voiced endings are longer than voiceless endings.

To produce stop consonants + /s/, stop the airflow and then release it sharply for /s/. Listen:

ups aches its

Repeat words with voiceless endings:

tops talks tots

Now repeat words with voiced endings:

tubs tugs duds

Can you hear the difference between voiceless suffix -s and voiced suffix -s? Listen to word pairs. You will hear one word again. Which is it?

knacks __ nags __ ropes __ robes __ fats __ fads __

Answers: nags robes fats

/ps/ – /bz/

Repeat these words to contrast the voiceless ending /ps/ with the voiced ending /bz/:

To Produce: Stop the airflow for /p/ or /b/, and then release it sharply for /s/

caps – cabs
laps/lapse – labs

rips – ribs
ropes – robes

Repeat these sentences. Then listen again each time.

Perhaps they are cabs.
They sell caps and robes.



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/ks/ – /gz/

Repeat these words to contrast the voiceless ending /ks/ with the voiced ending /gz/.

TOPRODUCE: /ks/ - With the tongue positioned for /s/, stop the airflow for /k/ and then release it sharply. For /gz/ add voice.

backs – bags
lacks/lax – lags

bucks – bugs
docks – dogs

/ks/ – /sk/

Contrast the sound /ks/ with the sound /sk/. Can you hear the difference between words such as *ax* and *ask*? Listen to word pairs. You will hear one word again. Which is it?

ax ___ ask ___ bricks ___ brisk ___ Mack's/Max ___ mask ___

Answers: ax bricks mask

Repeat these word pairs:

ax – ask
Dick's – disc/disk

Rick's – risk
tacks/tax – task

Repeat these sentences. Then listen again.

Ask at the desk.
Is that Dick's compact disc?

Rick's friend took a risk.
The task is to figure the tax.

Spelling X is pronounced voiceless as in *extra*, or voiced as in *exactly*.

Spelling *x* as a voiceless sound. Listen:

X Pronunciation

/ks/ is the pronunciation when *x* ends a syllable, as in: *lacks/lax*

/gz/ is the pronunciation when *x* begins a stressed syllable, as in: *exact example*

/ks/

extra except extreme

Repeat these words:

lacks/lax
tacks/tax
whacks/wax

index
Phoenix
Texas

excess
expand
expense

expire
expose
extend

exciting
excitement
expensive

Spelling *x* as a voiced sound. Listen:

/gz/

exist

existing

Note that *x* is a voiced sound at beginnings of stressed syllables. Repeat these words:

exact

exactly

exaggerate

exaggeration

exempt

example

Repeat sentences with both voiceless and voiced endings. Listen again to the model.

Phoenix is not in Texas.



Is it tax exempt?

It's exactly what I expected.



That is an excellent example.

Spelling *cc* is pronounced /ks/ in the following:

access accept accessory accent success

/ts/ – /dz/

TO PRODUCE: /ts/ - Stop the airflow at the alveolar ridge, and then release it sharply for /s/. For /dz/ add voice.

Repeat these words to contrast endings /ts/ and /dz/:

beats/beets – beads

kits – kids

seats – seeds

fats – fads

mates – maids

rights/rites/writes – rides

Repeat these words and sentences. Listen again to the model.

kits – kids

We need first aid kits.



They're acting like kids.

mates – maids

Should we bring our mates?

Motels employ maids.

seats – seeds

We took the front seats.


We planted the seeds.

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Pronouncing Contracted Forms - Use the *s blends* to practice contracted forms. After you hear A and B, repeat B.

A	Which stall is empty?	B	That stall.
	He's seven feet tall.		That's tall.
	Which character did you like?		That spy.
	What kind of dessert is it?		That's pie.
	Which school?		That school.
	What's slang for "that's great"?		That's cool.
	What should we do with the boxes?		Let's stack them up.
	What should we do with the rugs?		Let's tack them down.

SYNONYMS - Practice voiceless as well as voiced endings in synonyms. After you hear A and B, repeat B. Then listen again.

A	desires	B	wants		A	permits	B	lets	
	embraces		hugs			retains		keeps	

This time after you hear A, say B. Then listen to the model.

A		B		A		B	
baby seals	_____	<i>cubs</i>		Fathers	_____	<i>Dads</i>	
dollars	_____	<i>bucks</i>		helpers	_____	<i>aides</i>	
insects	_____	<i>bugs</i>		sacks	_____	<i>bags</i>	

CONSONANT CLUSTERS WITH /S/

Consonant clusters are groups of consonants. Listen to consonant clusters ending with /s/.

drafts

facts

waists/wastes

Note that these clusters actually sound like a double *s*. Listen again, *casts*. To practice consonant clusters with final /s/, break up words, and then put them together. Example: for *feasts* say "feas-ts," then "*feasts*." Listen:

/fts/	/sts/	/kts/
craf ts – crafts	lis ts – lists	fac ts – facts


Repeat the following:

cos ts – costs

tes ts – tests

ac ts – acts

Practice consonant clusters in exchanges. After you hear A and B, repeat B. Then listen again.

A	B
How long is the play?	It has three <u>acts</u> . 
Did you try?	I made some <u>attempts</u> .
How much do I owe?	Here are the <u>costs</u> .
What is the truth?	These are the <u>facts</u> .

The suffixes -es, and 's are pronounced /z/ when added to sibilant sounds.

(verb - third person singular)
(plural noun)

The supervisor bosses the crew.
I have two bosses.

Suffix /əz/ (-es)

The suffix -s attached to sibilants is pronounced /əz/. Listen:

races
crashes

George's
Rich's/riches

Say words to contrast several sibilants + suffix -es. Repeat:


aces – h's – ages
s's – etches – edges

races – raises/razes – rages
masses – mashers – matches

Repeat these words and sentences:

cashes – catches	A bank <u>cashes</u> checks.	A cat <u>catches</u> mice.
washes – watches	He <u>washes</u> his car.	He <u>watches</u> TV.
h's – ages	Handshake has two <u>h's</u>	When were the dark <u>ages</u> ?

Practice the suffix -es in exchanges. After you hear A and B, repeat B. Then listen again.

A	B
Did you have a good weekend?	Yes, we went to the <u>races</u> . 
Is it a good place to work?	They pay good <u>wages</u> .
How many languages do you speak? ..	I speak two <u>languages</u> .
How was he punished?	He lost his <u>privileges</u> .
Why did you choose that?	It has many <u>advantages</u> .

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ANTONYMS – Practice the suffix *-es* in antonyms. After you hear A, say its opposite, B. Listen to the model after.

A	B	A	B
disadvantages	_____ <i>advantages</i>	shrinks	_____ <i>stretches</i>
repairs	_____ <i>damages</i>	starts	_____ <i>finishes</i>
pulls	_____ <i>pushes</i>	throws	_____ <i>catches</i>

SYNONYMS – Practice the suffix *-es* in synonyms. After you hear the first word, say its synonym. You will hear a model after.

A	B	A	B
fragments	_____ <i>pieces</i>	vows	_____ <i>promises</i>
sofas	_____ <i>couches</i>	hurries	_____ <i>rushes</i>
hugs	_____ <i>embraces</i>		


SYNONYMS – Practice the different pronunciations of suffix *-s* in groups of synonyms that are third person singular verbs, as in “He lives there” or “She works there.” Repeat:

checks - inspects - examines - investigates
 prefers - favors - chooses - picks - selects
 helps - assists - aids - supports
 loves - adores - treasures - cherishes
 sleeps - naps - dozes - snoozes
 talks - speaks - discusses - communicates

Suffix /aɪz/ (-ize) – Practice using the suffix *-ize* on verbs, as you also focus on correct word stress. Repeat:

critic – criticize	emphasis – emphasize
vandal – vandalize	analysis – analyze
sterile – sterilize	

Practice the suffix *-ize* in exchanges. After you hear A and B, repeat B. Listen again.

A	B
What is their specialty?	They <u>specialize</u> in computers. 
Will you have a summary?.....	Yes, I'll <u>summarize</u> it.
He seems social.	He does like to <u>socialize</u> .


Practice changing a noun to a verb by adding the suffix *-ize*. After you hear A, say B. Then listen to the model.

A	B
real	_____ <i>realize</i>
social	_____ <i>socialize</i>
modern	_____ <i>modernize</i>
scandal	_____ <i>scandalize</i>

Suffix /ʃən/ (-tion, -sion, -cian) – Practice the suffix /ʃən/ on nouns as you focus also on word stress. Repeat:

action	addition	admission	permission
caution	ambition	commission	physician
mention	condition	position	technician

Practice the suffix /ʃən/ in exchanges. After you hear A, and B, repeat B. Then listen again.


A	B
I won a lottery.	Congratulations! 
Why do you go to school?	For an education.
What does a yellow traffic signal mean?	Proceed with caution.
What you find in a dictionary.	Definitions.
The way a word is pronounced.	Pronunciation.
A specialist in technical work.	A technician.
A person skilled in magic.	A magician.
A specialist in electricity.	An electrician.
A person engaged in politics.	A politician.
Four basic math functions.	Addition, subtraction, division, and multiplication.



Suffix /ʃəl/ (-cial, -tial) – Practice the suffix /ʃəl/ in adjectives as you focus also on word stress. Repeat:

financial	artificial
initial	beneficial
official	confidential

PARAPHRASING – The B responses are paraphrases of the A statements. After you hear A and B, repeat B. Then listen again.

A	B
It's a secret.	It's confidential. 
It is not natural.	It's artificial.
The law has passed.	It's official.
It's good for you.	It's beneficial.
It's the beginning.	It's initial.
It is economic.	It's financial.

Suffix /ʃəs/ (-cious, -tious, -xious) – Practice the suffix /ʃəs/ on adjectives as you focus also on word stress. Repeat:

cautious	ambitious	obnoxious
luscious	nutritious	suspicious

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PARAPHRASING – The B responses are paraphrases of the A statements. After you hear A and B, repeat B. Then listen again.

A	B
They are bad tempered and cruel.	They are vicious. ↶
They are very valuable.	They're precious.
It is roomy.	It is spacious.
They taste very good.	They are delicious.
She's polite and friendly.	She's gracious.

Suffix /ʒən/ (-sian, -sion) –Practice the suffix /ʒən/ on nouns as you focus also on word stress. Repeat:

Asian	confusion	decision	inclusion	subdivision
fusion	explosion	division	Caucasian	supervision
version	occasion	precision	Parisian	television

PARAPHRASING – The B responses are paraphrases of the A statements. After you hear A and B, say B. Then listen again.

A	B
Tell me your side of the story.	Tell me your version. ↶
They are supervisors.	They provide supervision.
The ruler is precise.	It measures with precision.
It's a special event.	It's a special occasion.
He's a medical doctor.	He's a physician.
I have made up my mind.	I've made a decision.

Suffix /dʒəz/ (-geous, -gious) – Practice the suffix /dʒəz/ on adjectives, as you also focus on word stress. Repeat:

gorgeous	courageous	religious	outrageous
----------	------------	-----------	------------

PARAPHRASING –The B responses are paraphrases of the A statements. After you hear A and B, repeat B. Then listen again.


A	B
They are faithful.	They are religious. ↶
They are brave.	They are courageous.
It is shocking!	It's outrageous!
She is very beautiful.	She is gorgeous.

Suffix /əst/ (-est)

SUPERLATIVES – Superlative means surpassing all others. Practice the suffix *-est* in these superlatives. Repeat:

biggest	highest	nicest	noisiest
fastest	longest	strongest	sloppiest

ANTONYMS – Practice the suffix *-est* in antonyms within phrases. After you hear A and B, repeat B. Then listen again.

A	B
The meanest person.	The nicest person. 
The quietest crowd.	The noisiest crowd.
The sloppiest room.	The neatest room.

This time, you state the antonym. After you hear A, say its opposite, B. Listen to the model.

A	B
The slowest train.	___ The fastest train.
The shortest meeting.	___ The longest meeting.
The weakest coffee.	___ The strongest coffee.
The lowest point.	___ The highest point.
The smallest computer.	___ The biggest computer.

Suffix /ɪst/ (-ist) – The suffix *-ist* on a noun indicates a title, or a person who practices or is skilled in something. Repeat these words:

artist	optimist	perfectionist
dentist	pessimist	psychiatrist
florist	pharmacist	receptionist
tourist		

SIBILANTS + Suffix -ed

The suffix *-ed* is voiceless after voiceless sibilants, as in *raced* and *searched*; and it is voiced after voiced sibilants, as in *raised* and *surged*.

Pronunciations

/s/	+	-ed	=	/st/	<i>raced</i>
/z/	+	-ed	=	/zd/	<i>raised</i>
/ʃ/	+	-ed	=	/ʃt/	<i>washed</i>
/tʃ/	+	-ed	=	/tʃt/	<i>patched</i>
/dʒ/	+	-ed	=	/dʒd/	<i>paged</i>

Contrast: Voiceless Ending /-st/ — Voiced Ending /-zd/

/st/ – /zd/

Repeat these word pairs:

cost – caused	post – posed
faced – phased	raced – raised/razed

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Practice words with voiceless endings and then words with voiced endings. Repeat:

/st/		/zd/	
guessed/guest	harassed	accused	opposed
leased/least	impressed	amazed	refused
missed/mist	insist	confused	supposed
passed/past			

After you hear A and B, repeat B:



A What's the best route? B It depends on how fast you want to get there.
What about distance? Twenty-First Street is the shortest,
and Forty-First Street is the longest.
Then Twenty-First must be the fastest. It has the most stops, and
Twenty-First Street has the least.
Okay, which has the best scenery?

/ft/

Practice the sound /f/ with suffix -ed. Repeat:

hushed	famished
rushed	finished
wished	nourished

SYNONYMS -Practice the suffix -ed in synonyms. After you hear A and B, say B. Then listen again.

A	B
hungry	famished
completed	finished
nurtured	nourished

This time you state the synonym. After you hear A, say B. Then listen to the model.

A	B
desired	wished
hurried	rushed
silenced	hushed

/tft/

Practice the sound /t/ with the suffix -ed. Repeat:

matched	touched	attached
patched	watched	approached

SYNONYMS - Practice the suffix *-ed* in synonyms. After you hear A and B, say B. Then listen again.

A	B		A	B	
extended	stretched		tossed	pitched	
soaked	drenched		went toward	approached	

This time you state the synonym. After you hear A, say B. Then listen to the model.

A	B	A	B
handled	_____ touched	paired	_____ matched
exchanged	_____ switched	fastened	_____ attached

/dʒd/

Practice the sound /dʒ/ with the suffix *-ed*. Repeat:

damaged	packaged	arranged	acknowledged
managed	privileged	alleged	encouraged

SYNONYMS - Practice the suffix *-ed* in synonyms. After you hear A and B, repeat B. Then listen again.

A	B		A	B	
determined	judged		motivated	encouraged	
advantaged	privileged		recognized	acknowledged	

This time you state the synonym. After you hear A, say B. Then listen to the model.

A	B	A	B
controlled	_____ managed	spoiled	_____ damaged
prepared	_____ arranged	wrapped	_____ packaged

Linking: Sibilants with Other Sibilants

There is no break between sibilants adjoining each other between words. Listen:

Is_she?	/ɪzʃi/	Less_chance.	/ləstʃæns/
Which_scene?	/wrtʃsin/	It's_junk.	/ɪtsdʒʌŋk/

Repeat:

It has_charm.	They cash_checks.
Which_store is it?	It's a huge_storm.

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The final *t* and *d* are not pronounced between sibilants in adjoining words. Listen to examples:

I switched_channels.

The biggest_stack.

Repeat these phrases. Then listen again.

The best_stuff.
The longest_step.
The most_stylish.

The latest_story.
The worst_storm.
The smartest_choice.

ANTONYMS – Practice linking in antonyms within phrases. After you hear A, say its opposite, B. Then listen to the model.

A		B
The first stop.	—	<i>The last_stop.</i>
The worst show.	—	<i>The best_show.</i>
The least generous.	—	<i>The most_generous.</i>
The smallest chance.	—	<i>The biggest_chance.</i>
The least successful.	—	<i>The most_successful.</i>

Linking: Sibilants + Suffixed -ed – Vowels

Say the suffix *-ed* as though it begins the next word. Listen:

passed_up	/pæstʌp/	missed_out	/mɪstaut/
lost_him	/lɒstɪm/	caused_it	/kɔzdɪt/

Repeat these examples. Then listen again.

Who erased_it?	It's punched_out.
I cashed_it.	They encouraged_him.

Now practice linking in exchanges. After you hear A and B, repeat B.

A	B
/st/ Where's the key?	I lost_it.
How did they feel?	They were embarrassed_about it.
No, thank you.	But I insist_on it.
I missed the chance.	You passed_up an opportunity.

/zd/	There was a fire.	What caused_it?
	Were you for it?	No, I opposed_it.
	Did they accept?	They refused_it.
	Did she leave early?	Yes, she excused_herself.
/ft/	Did you hurry?	I rushed_all the way.
	When did you finish?	I finished_it yesterday.
	Was the apartment furnished.	No, we furnished_it.
	Did you pull it?	No, I pushed_it.
/tft/	Where could it be?	I've searched_and searched.
	Who cleaned up after the party?	Everyone pitched_in.
	Who watched the late show?	We watched_it.
	Did you get there?	Yes, we reached_it.
/dʒd/	Did you make reservations?	Yes, I arranged_everything.
	Did they sell rice in bulk?	No, they packaged_it.
	How did you find him?	I paged_him.
	Who broke it?	It was damaged_already.

Conversational Exercise

Now practice the different sibilant sounds in the following exercise. Repeat:



THE OCTOPUS

The octopus has been a most fascinating and mysterious creature./ I have seen it as a mischievous and cute character in cartoons,/ but as a scary sea monster in movies./

Actually, the octopus is a member of the mollusk family./ It has no skeleton and is a cousin to squids, clams, and snails./ The octopus is graceful and curious rather than aggressive./ It is rather shy, and it avoids humans./ Instead, it hunts at night for its favorite sea delicacy,/ crabs, and other crustaceans such as lobsters,/ oysters, shrimps, and clams./

The octopus has excellent eyesight and is clever./ To disguise itself, it changes its shape and its color/ to match surrounding sand and rocks./ It slips into narrow holes in walls/ and escapes danger by ejecting ink/ that creates a cloud-like smoke./

Next time I scuba dive,/ I'd be ecstatic to see an octopus./ But what if I spot instead a big scary shark?!



Silent Spellings of s –The spelling s is not pronounced in the following:

isle	aisle	island	bourgeois
Arkansas	corpse	debris	Illinois

The spelling ch pronounced /ʃ/ –The spelling ch is pronounced /ʃ/ in the following:

<u>ch</u> ic	<u>ch</u> agrin	<u>ch</u> auffeur	<u>Ch</u> icago
<u>ni</u> che	<u>ch</u> alet	<u>Che</u> vy	<u>ch</u> andelier
<u>qu</u> iche	<u>ch</u> ampagne	<u>ch</u> arade	<u>ch</u> aperone
<u>ch</u> ateau	<u>Ch</u> arlotte	<u>ch</u> ivalry	

**MINIMAL PAIRS
FINAL SIBILANT SOUNDS**

/s/ - /ʃ/	/ʃ/ - /tʃ/	/z/ - /dʒ/
crass - crash	bash - batch	buzz - budge
lass - lash	cash - catch	gaze - gage/gauge
lease - leash	lash - latch	pays - page
mass - mash	leash - leech/leach	raise/rays/raze - rage
mess - mesh	mush - much	seize - siege
	wish - witch	ways - wage

BONUS EXERCISES

Review the vowel sounds - Practice sibilant sounds with different vowels as you say the following words:

	/s/	/z/	/ʃ/	/tʃ/	/dʒ/
/i/	seep		sheep	cheap	Jeep
/ɪ/	sip	zip	ship	chip	gyp
/eɪ/	same		shame	chain	Jane
/æ/	sack	Zack	shack	champ	Jam
/ʌ/	sun		shun	chunk	junk
/ɑ/	sock		shock	chalk	jock
/oʊ/	sew/so/sow	Zoe	show	choke	joke
/ʊ/	soot		shook		
/u/	Sue/sue	zoo	shoe	chew	June
/aɪ/	sigh		shy	child	jive
/aʊ/	sound		shout	chow	jowl
/ɔɪ/	soy			choice	joy

Compare vowel length: – In each item below, one word has a voiceless ending and the other a voiced ending. Say both words and select the one that is spoken with a longer vowel.

- | | | | | | |
|----------------|------------|--------------|------------|---------------|-------------|
| 1. buzz ____ | buss ____ | 4. face ____ | phase ____ | 7. pigs ____ | picks ____ |
| 2. caused ____ | cost ____ | 5. labs ____ | laps ____ | 8. post ____ | posed ____ |
| 3. etched ____ | edged ____ | 6. loss ____ | laws ____ | 9. raced ____ | raised ____ |

Words with Voiced Endings:

1. buzz 2. caused 3. edged 4. phase 5. labs 6. laws 7. pigs 8. posed 9. raised/razed

Identify word endings - What are the pronunciations at the ends of the following words? Select from the options shown in IPA symbols.

/st/ /zd/ /ft/ /tft/ dʒd/

- | | | | |
|-----------------|------------------|-------------------|----------------------|
| 1. aged ____ | 5. finished ____ | 9. rinsed ____ | 13. amazed ____ |
| 2. based ____ | 6. judged ____ | 10. rushed ____ | 14. embarrassed ____ |
| 3. buzzed ____ | 7. missed ____ | 11. searched ____ | 15. encouraged ____ |
| 4. crashed ____ | 8. pitched ____ | 12. teased ____ | 16. noticed ____ |

Correct Pronunciations:

1. /dʒd/ 2. /st/ 3. /zd/ 4. /ft/ 5. /ft/ 6. /dʒd/ 7. /st/ 8. /tft/
9. /st/ 10. /ft/ 11. /tft/ 12. /zd/ 13. /zd/ 14. /st/ 15. /dʒd/ 16. /st/

Practice correct use of the suffix -/əz/ (-es)

In each of the following sets of three sentences, one sentence is grammatically incorrect. Identify that sentence and then say it correctly.

- | | | |
|--|----------------------------------|-----------------------------|
| 1. a) He misses his friends. | b) They miss their friends. | c) She miss her friends. |
| 2. a) She teach math. | b) She teaches math. | c) They teach math. |
| 3. a) She washes dishes. | b) She wash the dishes. | c) They wash dishes. |
| 4. a) They might lose their keys. | b) She lose her keys. | c) He loses his keys. |
| 5. a) The watch is on sale. | b) The watch are on sale. | c) The watches are on sale. |
| 6. a) It's the judge's decision. | b) Where is the judge? | c) There are two judge. |

Correct:

1. c) She misses her friends. 2. a) She teaches math. 3. b) She washes the dishes
4. b) She loses her keys. 5. b) The watches are on sale. 6. c) There are two judges.

Say each of the following sentences correctly by applying the *suffix -es* to one of the two underlined words. For example:

Did you hear one voice or two voice? = Did you hear one voice or two voices.

- | | |
|---|---|
| 1. I <u>miss</u> my friends, and she <u>miss</u> hers. | 6. I <u>use</u> a comb, and he <u>use</u> a brush. |
| 2. She <u>practice</u> twice a day; but I <u>practice</u> only once. | 7. I have one <u>choice</u> , but you have many <u>choice</u> . |
| 3. He <u>wash</u> his car once a week, and I <u>wash</u> mine every other week. | 8. I always <u>finish</u> early, but she <u>finish</u> earlier. |
| 4. I <u>watch</u> news on Channel 4, and he <u>watch</u> news on Channel 2. | 9. Should I take two <u>class</u> , or just one <u>class</u> ? |
| 5. One lawyer has one <u>case</u> , and the other has five <u>case</u> . | 10. He <u>fix</u> his car, and I <u>fix</u> my bike. |

Correct:

- | | |
|--|--|
| 1. I miss my friends, and she <u>misses</u> hers. | 6. I use a comb, and he <u>uses</u> a brush. |
| 2. She <u>practices</u> twice a day; but I practice only once. | 7. I have one choice, but you have many <u>choices</u> . |
| 3. He <u>washes</u> his car once a week, and I wash mine every other week. | 8. I always finish early, but she <u>finishes</u> earlier. |
| 4. I watch news on Channel 4, and he <u>watches</u> news on Channel 2. | 9. Should I take two <u>classes</u> , or just one <u>class</u> ? |
| 5. One lawyer has one case, and the other has five <u>cases</u> . | 10. He <u>fixes</u> his car, and I fix my bike. |

Practice words with the Suffix -s

SYNONYMS - In each of the following word groups, all of the words, exception of one, are synonyms. Practice the suffix -s as you say the words in each group and state which word is not similar in meaning to the others.

- 1. checks - inspects - examines - takes - investigates
- 2. prefers - favors - questions - chooses - picks - selects
- 3. rejects - gets - obtains - acquires - gains
- 4. hates - dislikes - detests - despises - requests
- 5. denies - helps - assists - aids - supports
- 6. loves - attempts - adores - treasures - cherishes
- 7. sleeps - favors - naps - dozes - snoozes
- 8. talks - speaks - discusses - eliminates - communicates - converses

Correct: 1. takes 2. questions 3. rejects 4. requests 5. denies 6. attempts 7. favors 8. eliminates

CLASSIFICATIONS – Each item lists two animals that belong in one of the categories shown in the box below. Say the names of both animals and state their category. For example:

leopards - cheetahs *Leopards and cheetahs are members of the cat family. -or- Leopards and cheetahs are felines.*

- 1. lizards - snakes
- 2. cheetahs - leopards
- 3. rabbits - squirrels
- 4. coyotes - wolves
- 5. lions – tigers
- 6. rats - mice
- 7. frogs – toads
- 8. alligators – crocodiles

REPTILES	FELINES	CANINES	RODENTS
lizard family	cat family	dog family	rat family

Correct:

1. reptiles 2. felines 3. rodents 4. canines 5. felines 6. rodents 7. reptiles 8. reptiles

Practice the Suffix /Ist/ (- ist)

Following are labels that can describe a person. Create sentences using any of the words that you know. Provide definitions if you can. For example:

novelist -- *A novelist is a person who writes novels.*
pharmacist -- *The pharmacist filled my prescription.*

- | | | | | |
|---------|-----------|------------|---------------|--------------|
| chemist | optimist | soloist | biologist | cardiologist |
| dentist | pessimist | specialist | economist | |
| florist | physicist | terrorist | geologist | |
| tourist | scientist | vocalist | perfectionist | |

Who would say what? - Under A are quotes that you might hear from a person described under B. Match each quote in A with a person in B. Then make a statement using both. For example:

An artist would say, "May I paint your picture"?

A	B	A	B
1. <i>May I paint your picture?</i>	A pharmacist.	5. <i>Do you like these roses?</i>	An optimist.
2. <i>It has to be perfect.</i>	A pianist.	6. <i>Life is wonderful.</i>	A florist.
3. <i>Here is your prescription.</i>	An artist.	7. <i>You have no cavities.</i>	A tourist.
4. <i>I play with the symphony.</i>	A perfectionist.	8. <i>Let's visit the Eiffel Tower.</i>	A pessimist.
		9. <i>There is no hope.</i>	A dentist.

Answers:

A	B	A	B
1. May I paint your picture?	An artist.	5. Do you like these roses?	A florist.
2. It has to be perfect.	A perfectionist.	6. Life is wonderful.	An optimist.
3. Here is your prescription.	A pharmacist.	7. You have no cavities.	A dentist.
4. I play in the symphony.	A pianist.	8. Let's visit the Eiffel Tower.	A tourist.
		9. There is no hope.	A pessimist.

Practice the Consonant Blends /ks/ & /gz/

Following are sets of words that are either synonyms or antonyms. Say both words and state whether they are synonyms or antonyms. For example:

"*Inhale* and *exhale* are opposites." - or - "*Inhale* means the opposite of *exhale*."
 "*Test* and *exam* are synonyms." - or - "*Test* and *exam* have similar meanings."

- | | | |
|-----------------------|------------------------|----------------------|
| 1. costly - expensive | 5. precise - exact | 9. reject - accept |
| 2. include - exclude | 6. cheap - inexpensive | 10. repair - fix |
| 3. fail - succeed | 7. minimum - maximum | 11. simple - complex |
| 4. inhale - exhale | 8. tired - exhausted | 12. surplus - excess |

Correct:

- | | | |
|-------------|-------------|--------------|
| 1. synonyms | 5. synonyms | 9. antonym |
| 2. antonyms | 6. synonyms | 10. synonyms |
| 3. antonyms | 7. antonyms | 11. antonyms |
| 4. antonyms | 8. synonyms | 12. synonyms |

Discuss what you know about, or what interest you may have, in any of the following topics. Focus on pronunciation of the sound /ks/.

comics	aerobics	gymnastics	politics	academics
physics	athletics	mathematics		
psychics	ceramics			

Practice the sounds /ks/ and /gz/ as you complete the following sentences:

- | | |
|---|---|
| 1. To <u>relax</u> , I ... | 5. When I'm <u>exhausted</u> , ... |
| 2. For <u>exercise</u> , I ... | 6. If I <u>expect</u> to be <u>successful</u> , ... |
| 3. The most <u>exciting</u> sport ... | 7. Before taking a school <u>exam</u> , ... |
| 4. If something is too <u>expensive</u> , ... | 8. You need <u>experience</u> in order to... |

Practice the Blend /ks/

Use the word *except* or *exception* – In each word group below all of the words, with exception of one, share a class feature. Say the words and then state which one. :

oranges, limes, apples, lemons *All are citrus fruits except for apples.*
All are citrus fruits with the exception of apples.

- | | |
|---|--|
| 1. carrots, apples, squash, potatoes | 5. centimeters, miles, liters, kilometers |
| 2. trucks, helicopters, jets, airplanes | 6. houses, condominiums, garages, apartments |
| 3. freeways, sidewalks, streets, highways | 7. months, days, meters, weeks |
| 4. lions, tigers, leopards, elephants | 8. Japan, Korea, Turkey, Taiwan |

The Exception:

- | | |
|---|---------------------------------------|
| 1. apples – (not vegetables) | 5. miles – (not a metric measurement) |
| 2. trucks – (not air transportation) | 6. garages – (not a place to live in) |
| 3. sidewalks – (not for vehicle travel) | 7. meters – (not a measure of time) |
| 4. elephants – (not in the cat family) | 8. Turkey – (not a country in Asia) |

Practice Sibilants + Suffix /əd/ (-ed)

Practice applying the suffix *-ed* to sibilants. Each item below contains two sentences. Determine which sentence requires the suffix *-ed*. Then say both sentences correctly.

- | | |
|--|--|
| 1. I always (<i>dress up, dressed up</i>) for weddings. | I (<i>dress up, dressed up</i>) for the party yesterday. |
| 2. I had to (<i>guess, guessed</i>) the answer. | I (<i>guess, guessed</i>) an answer to the test yesterday. |
| 3. If I don't hurry, I will (<i>miss, missed</i>) the bus. | I didn't hurry, so I (<i>miss, missed</i>) the bus. |
| 4. We had (<i>finish, finished</i>) on time. | We did (<i>finish, finished</i>) on time. |
| 5. I (<i>rush, rushed</i>) whenever I'm running late. | I (<i>rush, rushed</i>) because I was running late. |
| 6. The car looked shiny, because they (<i>wash, washed</i>) it. | The car will look shiny after they (<i>wash, washed</i>) it. |

Correctly Said:

- | | |
|--|--|
| 1. I always <u>dress up</u> for weddings. | I <u>dressed up</u> for the party yesterday. |
| 2. I had to <u>guess</u> the answers. | I <u>guessed</u> an answer on the test yesterday. |
| 3. If I don't hurry, I will <u>miss</u> the bus. | I didn't hurry, so I <u>missed</u> the bus. |
| 4. We had <u>finished</u> on time. | We <u>did finish</u> on time. |
| 5. I <u>rush</u> whenever I'm running late. | I <u>rushed</u> because I was running late. |
| 6. The car looked shiny, because they <u>washed</u> it. | The car will look shiny after they <u>wash</u> it. |

Practice the Suffix -s

Make statements about life in the city. Include one or more of the words below in each sentence.

- | | | | |
|---------------|-------------|-------------|----------------|
| bright lights | crowds | shops | streets |
| buses | noise | sidewalks | subways |
| businesses | offices | skyscrapers | theaters |
| cafes | restaurants | stores | traffic lights |
| coffee shops | rush hour | strangers | |



THE GLIDE SOUNDS

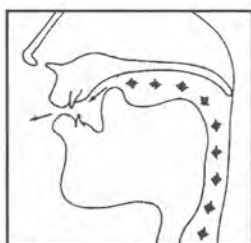
TO PRODUCE: Arch your tongue in the middle and place its sides against the upper sides of your mouth. Draw the tongue tip back or roll it backward without touching the alveolar ridge. Keep your lips neutral.

MIRROR WORK - View your mouth in the mirror as you practice raising your tongue for the sound /r/.

- Be careful not to touch the alveolar ridge with your tongue tip, or you will produce the *tapped t* or the /l/ sound instead.
- Avoid vibrating or tapping your tongue tip against the alveolar ridge. Practice rolling the tip backward without touching any part of the mouth.
- To produce a clear English /r/ sound, focus on raising the tongue in front. Keep the back of your tongue down and the back of your mouth widely open.

Lip Posture: The lips are not involved in producing the /r/ sound, but they are rounded when the neighboring vowels require lip rounding, as in: *or, row, rude, round*.

r



If you can produce the vowel /ər/, use it to help you train the sound /r/ as follows: Prolong the /ər/ sound. Then without moving your tongue, say a word that starts with /r/. Remember to avoid touching the alveolar ridge.

ər-read	ər-ride
ər-red	ər-rye
ər-rid	ər-ray



This sound is influenced by its neighboring sounds. Therefore, it is produced in more than one way.

With your tongue sides touching the sides of your mouth, raise and lower your tongue tip slowly for /r/ as you repeat these words:

arrow	hero
era	marry/Mary/merry
carry	vary/very

Practice by prolonging the /r/ sound and then lowering the tongue tip slowly, without sliding it forward. This will keep the tip from touching the alveolar ridge. Repeat these words.

read/reed	rent	rain/reign	rote/wrote
rim	ran	right/rite/write	root/route

/r/ BLENDS

Sound /r/ combines with other consonants to form *r* blends, as in, *brand*, *dress*, or *friend*.

br - *brand*

pr - *pray*

dr - *dry*

tr - *try*

kr - *cry*

gr - *grand*

fr - *fry*

To produce these sounds, position your tongue for /r/ as you begin forming the first consonant.

/pr, br/

Position your tongue for /r/ as you join your lips for /p/ or /b/.

Repeat these words:

prompt
print

prayer
praise

brief
bring

brush
broke

/tr, dr/

To help you position your tongue for /tr/, produce the sound /t/ as /tʃ/. Repeat:

tree
try

true
trade

trust
trauma

To help you position your tongue for /dr/, produce the sound /d/ as /dʒ/. Repeat:

drain
dream

drove
drive

drama

/kr, gr/

Position your tongue for /r/ as you raise it in the back for /k/ or /g/. Repeat:

creep
crime
crook

crude
crazy
crooked

grate/great
grant
green

group
grow
grateful

/fr/

Raise your tongue for /r/ as you position the lower lip for /f/. Repeat:

free
front
friend

frown
fragile
fragment

/str/

While releasing /s/, slide your tongue backward into /tr/. Repeat:

street
stress
strict

strike
stroke
stranger

/θr/

While releasing /θ/, slide your tongue backward into /r/. Avoid touching the alveolar ridge. Repeat:

three
thrill

threat
threw/through/thru

/ʃr/

While releasing /ʃ/, draw your tongue backward for /r/. Repeat:

shred

shrimp

shrink

Contrast: /r/ Blends – Voiceless/Voiced

Can you differentiate between *r* blends that begin voiceless and those that begin voiced? Listen to word pairs. You will hear one word again. Which is it?

crow ___ grow ___ pride ___ bride ___ try ___ dry ___

Answers: grow pride dry

Practice *r* blends in the following words and sentences. Repeat:



crate - great	It's in a crate.	I'm feeling great.
crew - grew	The ship has a crew.	The tree grew and grew.
crow - grow	Is that bird a crow?	How tall will that grow?
train - drain	Is that the last train?	It went down the drain.
try - dry	I'd like to try.	The clothes are dry.

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Respond to statements using the correct *r blend*. After you hear A, say B. Then listen to the model.

A		B
A type of container. ...	___	<i>A crate.</i>
Big or extensive. ...	___	<i>Great.</i>
Breaking the law. ...	___	<i>Crime.</i>
Dirt. ...	___	<i>Grime.</i>
A type of black bird. ...	___	<i>A crow.</i>
To increase in size. ...	___	<i>To grow.</i>
Another name for wrinkle. ...	___	<i>Crease.</i>
Oil or fat. ...	___	<i>Grease.</i>

A		B
A construction lift. ...	___	<i>A crane.</i>
Rice or wheat. ...	___	<i>Grain.</i>
Opposite of false. ...	___	<i>True.</i>
Past tense for draw. ...	___	<i>Drew.</i>
The stem of a tree. ...	___	<i>The trunk.</i>
Intoxicated. ...	___	<i>Drunk.</i>

There are some words in which the vowel before /r/ is not pronounced. Repeat the following:

aspi~~r~~in
bev~~e~~rage
conf~~e~~rence
cov~~e~~rage

desp~~e~~rate
diff~~e~~rent
fav~~e~~rite
int~~e~~rest

pref~~e~~rence
sepa~~r~~ate
severa~~r~~
resta~~r~~ant

MIDDLE /r/ BLENDS

The combinations of /t/ or /d/ + /r/ are tapped, except when *t* begins a stressed syllable. Listen to examples:

party

partake

/rt, rd/ – Position your tongue for /r/, as you tap the alveolar ridge for /t/ or /d/. Repeat:

order
sorting

ordeal
sardine

/rdn/ – The sound spelled *rdn* can be produced as in garden /garden/ or as in /gardn/. Repeat the following:

burden
garden
pardon

coordinate
coordination
ordinary

TOPRODUCE: While producing the sound /d/, raise the tongue to block the airflow and direct it instead through the nasal passage.

/rtɪn/ – In the following, the spelling ‘t’ is pronounced as a glottal stop. Repeat:

carton certain curtain important certainly

/rθ/ – Make /θ/ continuous. Repeat the following:

birth	afterthought
forth/fourth	overthrow

Practice blending /r/ with other consonants in these sentences. Repeat:

Be at the <u>corner</u> in the <u>morning</u> .	My <u>birth</u> day is on the <u>fourth</u> .
The <u>carton</u> is not <u>important</u> .	I'll be in New York <u>on Thursday</u> .
What <u>party</u> does it <u>pertain</u> to?	Are you a <u>cartoon artist</u> ?

Practice names of North American States and Provinces. Repeat:

Alberta	New York	Missouri
Arizona	New Hampshire	Nebraska
Georgia	New Brunswick	Ontario
Oregon	West Virginia	Virginia

FINAL /r/ BLENDS

Contrast: /rt/ - /rd/

The suffix *-ed* is voiced after /r/, as in *hard*. The following contrast voiceless with voiced endings. Listen:

abort aboard	chart charred
-----------------	------------------

Repeat these words and sentences:

Burt -- bird	His name is Burt.	It sounds like a bird.
court -- cord	The judge is in court.	How long is the cord?
heart -- hard	It's shaped like a heart.	I worked very hard.
hurt -- heard	I didn't get hurt.	What have you heard?

Contrast: /rs/ - /rz/

Suffix *-s* is voiced after /r/, as in *hers*. Listen to the contrast between the voiceless and the voiced endings.

/rs/	/rz/	/rs/	/rz/
course	cores	pierce	peers

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Repeat the following words and sentences:

fierce – fears	The storm was fierce.	A coward has fears.
force – fours	The wind blew with force.	Eight equals two fours.
hearse – hers	It's a funeral hearse.	What belongs to her is hers.
scarce - scares	Rare also means scarce.	Frightens also means scares.
source – sores	The supplier is the source.	This will heal the sores.

MORE PRACTICE WORDS

/r/ Blends

actress	drama	abroad	impress	attractive	celebrate
breakfast	drastic	across	prepare	impression	sacrifice
country	hungry	agree	pretend	improvement	microwave
credit	transfer	attract	regret	ingredient	acrobat
crisis	treatment	degree	subtract	subtraction	

BONUS EXERCISES

Practice the /r/ sound.

What colors are the following items? State your responses in complete sentences.

- | | | |
|-------------|----------------|----------------------------------|
| 1. grass | 4. radishes | 7. watermelons |
| 2. gorillas | 5. oranges | 8. The American flag |
| 3. grapes | 6. polar bears | 9. The flag of my native country |

What colors you are wearing today?

Say a sentence that includes both words in each of the following items: For example:

quarts - gallon *There are four quarts in a gallon.*

- | | | |
|------------------------|----------------------|--------------------|
| 1. centimeters - meter | 3. months - year | 5. seconds - hour |
| 2. hours - day | 4. quarters - dollar | 6. years - century |

State how the two words in each item are different and how they are alike. For example:

composer - conductor a) *A composer writes music, and a conductor leads an orchestra.*
 b) *A composer and a conductor both work with music.*

- | | | |
|--------------------------|------------------------|---------------------------|
| 1. helicopter - airplane | 4. radio - tape player | 7. rectangle - triangle |
| 2. car - truck | 5. leopard - tiger | 8. orange - grapefruit |
| 3. rat - mouse | 6. guitar - violin | 9. cauliflower - broccoli |
| | | 10. flower - tree |

In each of the following groups, one item does not belong. State which item does not belong and why. For example:

meter liter centimeter kilometer *Liter does not belong. Meters, centimeters and kilometers measure length. A liter measures liquid.*

- | | |
|---------------------------------------|---|
| 1. Madrid Rome Germany Paris | 6. October November April September |
| 2. motorcycle helicopter car truck | 7. Monday Tuesday Saturday Wednesday |
| 3. orange grapefruit pear lemon | 8. horrible terrible wonderful dreadful |
| 4. radishes turnips corn carrots | 9. tree flower rock grass |
| 5. stairs elevator sidewalk escalator | |

Correct: 1. Germany – (not a city) 2. helicopter – (not a ground vehicle) 3. pear (not a citrus fruit)
4. corn – (not a root vegetable) 5. sidewalk – (not for going up or down)
6. April – (not a fall or autumn month) 7. Saturday – (not a week day)
8. wonderful – (not a description of something bad) 9. rock – (not a type of plant)

Complete each item below to make an analogy. Use complete sentences. For example:

fish - ocean / bird - _____ *A fish is to the ocean as a bird is to the sky.*

- | | |
|--|--|
| 1. correct - right / incorrect - _____ | 7. bracelet - wrist / ring - _____ |
| 2. calendar - day / watch - _____ | 8. rocket - astronaut / airplane _____ |
| 3. celery - vegetable / orange - _____ | 9. shark - fish / parrot _____ |
| 4. chair - furniture / shirt - _____ | 10. mother - grandmother / father _____ |
| 5. 100% - 25% / Dollar - _____ | 11. Canada - North America / Brazil - _____ |
| 6. four - number / red - _____ | 12. San Francisco - California / Miami - _____ |

Missing Words: 1) wrong 2) hour, or minute 3) fruit 4) clothing 5) quarter 6) color
7) finger 8) pilot 9) bird 10) grandfather 11) South America 12) Florida

What are your favorites? State one item or more in each of the following categories. Use complete sentences and include the word *favorite*. For example:

flower *My favorite flower is a rose. - or - A rose is my favorite flower.*

- | | | | |
|------------|----------|---------------------|------------------------|
| 1. actor | 4. color | 7. dessert | 10. singer |
| 2. actress | 5. fruit | 8. restaurant | 11. TV program |
| 3. drink | 6. sport | 9. ice cream flavor | 12. musical instrument |

What are your preferences? The following sets provide two choices. State which of the two you would prefer. Use complete sentences. For example:

cook - wash dishes *I would rather cook than wash dishes. or, I prefer cooking to washing dishes.*

- | | |
|-------------------------------------|--|
| 1. Dance. - Watch others dance. | 6. Read a newspaper. - Read a magazine. |
| 2. Work indoors. - Work outdoors. | 7. Watch a video at home. - Go out to a movie. |
| 3. Be the driver. - Be a passenger. | 8. Travel by airplane. - Travel by train. |
| 4. Sing. - Listen to others sing. | 9. Wear the color green. - Wear the color purple. |
| 5. Watch TV. - Listen to the radio. | 10. Listen to piano music. - Listen to guitar music. |





TO PRODUCE: The Basic /l/: With your tongue relaxed and flattened, place the upper surface of the tongue tip on the alveolar ridge. Lower one side of the tongue to allow passage for the airflow.

You must hold the /l/ sound long enough, or you may produce a *tapped l* instead. Practice the feel of the /l/ sound by holding the tongue tip in place, as described above, and producing a long /l/ sound.



The /l/ sound is influenced by its neighboring sounds. Therefore, it is produced in more than one way.

THE CLEAR /l/

This sound occurs at the beginning of words as in *let*, or after short vowels, as in *all*. To help you strengthen your /l/ sound, hold the top surface of your tongue tip on the alveolar ridge. Repeat the following:

Initial /l/

lead
late
lid
light
loud

Final /l/

all
full
ill
tall
tell

Middle /l/

allow
collect
feeling
Alabama
Illinois

LONG VOWEL + /l/

When final /l/ follows a long vowel, a schwa vowel is added before /l/. Listen:

/iə/

real

/uə/

rule

/eɪə/

mail

Repeat these words:

/iə/

deal

heal/heel

real/reel

/uə/

cool

dual/duel

tool

/aɪə/

aisle/'l/isle

dial

file

/eɪə/

fail

mail/male

sail/sale

/ɔɪə/

boil

soil

toil

Repeat these sentences:

Did you say boil or broil?
Does that too need oil?
Don't fail to mail it early.

I stood in the aisle for a while.
That sale is a real good deal.
It feels real cool in the pool.

pl - play **bl** - black **kl** - clip **gl** - glad **fl** - flag **sl** - slow

TO PRODUCE: Position your tongue for l as you begin forming the first consonant. Avoid adding an extra vowel before l. This can change meaning. For example,

please - will sound like - *police*

blow - will sound like - *below*

flow - will sound like - *follow*

// BLENDS

Sound /l/ combines with other consonants to form *l blends*, as in *play*, *black*, or *glad*. To produce these blends, position your tongue for /l/ as you begin forming the first consonant.

/pl/, /bl/

Position your tongue for /l/ as you close your lips for /p/ or /b/. Repeat:

/pl/	please	apply	completion
	plan	reply	employment
	play	complete	complement
	plus	employ	supplement

/bl/	blame	blind	obligate
	blank	block	obligated
	blend	blew/blue	obligation

/kl/, /gl/

Position your tongue for /l/ as you raise it in back for /k/ or /g/. Repeat:

/kl/	/gl/
claim	glass
clean	glaze
climb	glide
clip	gloom
clock	glove
club	glow

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/fl/ – Raise your tongue tip for /l/ as you position your lower lip for /f/. Repeat these words:

flash	flood	flow
flew/flu	flame	fly

/sl/ – While releasing /s/, slide your tongue tip into /l/. Repeat:


slang	slow
sleep	sly
slip	slum
slept	sloppy

Contrast // Blends: Voiceless - Voiced

To contrast words that begin voiceless with words that begin voiced, repeat the following:

class – glass	The students are in class.	Pour it in a glass.
clue – glue	I need a hint or clue.	I need some tape or glue.
planned – bland	The meeting was well planned.	The food was too bland.
plaque – black	I received a plaque.	She is wearing black.

Practice /l/ blends in these sentences. Repeat and then listen again.

Is the sky clear or cloudy? 
I can see clearly through the clean looking glass.
You are obligated to complete the class work.
To apply for employment, please fill out an application.

FINAL //

A Final Consonant + //

When final /l/ follows a consonant, move your tongue quickly from the consonant to /l/. Listen:

-dl	-pl	-kl
metal	apple	nickel

Repeat these words:

middle	able	cycle	hurtle
settle	simple	bagel	fertile
total	double	eagle	mortal

SYNONYMS - Practice final /l/ in synonyms. After you hear A and B, repeat B.

A	B
alike	equal
central	middle

A	B
chuckle	giggle
modest	humble

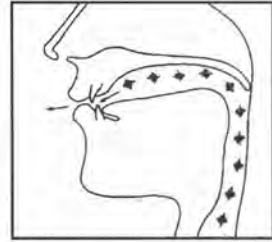
This time, after you hear A, say B. Then listen to the model.

A	B
bet	_____ gamble
complete	_____ total

A	B
pair	_____ couple
twofold	_____ double

THE BACK /l/

When another consonant immediately follows, /l/ is produced by raising the tongue in back. Listen:



/lt/
built

/ld/
billed/build

/ls/
false

/lz/
falls

Raise your tongue in back for /l/ in the following words. Repeat:

/lt/
felt
guilt
melt

/ld/
filled
gold
mailed

/lz, ls/
pulls
pulse
impulse

/lf/
self
shelf

/lv/
solve
involve

/lp/
help
gulp

/lk/
bulk
milk

/lm/
calm
film

/lθ/ – When /l/ is next to /θ/, place the tongue tip between the top and bottom teeth for both sounds. Repeat these words:

filth
health
wealth

filthy
healthy
wealthy

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Contrast: /l/ - /r/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

lace ___ race ___ late ___ rate ___ look ___ rook ___

Answers: race rate look

Repeat these words and sentences:

led	The person in front led.	red	The stop sign is red.
long	The line is long.	wrong	Is it right, or wrong?
lot	I like it a lot.	rot	The fruit may rot.
lush	The garden is lush.	rush	I was in a rush.
low	It's high, not low.	row	Sit in the front row.
lice	There's an epidemic of lice.	rice	I cooked a pot of rice.

Contrast: /l/ Blends - /r/ Blends

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

clash ___ crash ___ class ___ crass ___ glad ___ grad ___

Answers: crash class glad

Remember that the tongue touches the alveolar ridge for /l/, but not for /r/. Repeat these words:

alive arrive climb crime flee free

Repeat these pairs:

clock – crock	play – pray
cloud – crowd	glass – grass

To contrast /l/ and /r/, state the following responses. After you hear A, say B. Then listen to the model.

A	B	A	B
Opposite of dark.	___ <i>Light.</i>	It glows in the sunlight.	___ <i>The glass.</i>
Opposite of left.	___ <i>Right.</i>	It grows in the sunlight.	___ <i>The grass</i>
Opposite of short.	___ <i>Long.</i>	A musical instrument.	___ <i>A flute.</i>
Opposite of right.	___ <i>Wrong.</i>	It grows in trees.	___ <i>Fruit</i>
A primary color.	___ <i>Blue.</i>	Children like to do this.	___ <i>Play</i>
Another name for beer.	___ <i>Brew.</i>	Religious people do this.	___ <i>Pray</i>

A They're in the sky. _____
Large groups of people. _____

B _____
Clouds. _____
Crowds. _____

A Where did you walk? _____
Where did you get wet? _____

B _____
In the lane. _____
In the rain. _____



Practice saying words that contain both /l/ and /r/. Repeat:

careless	alarm	allergy	airplane	alligator
cooler	control	calendar	airline	elevator
really	release	calorie	railroad	escalator

Now repeat names of American states that contain both /r/ and /l/.

Delaware	Maryland	Colorado	South Carolina
Florida	California	North Carolina	Rhode Island

Repeat word pairs with both /l/ and /r/.

celebrate — celebration library — librarian Australia — Australian

The Suffix -ly

SYNONYMS - Practice the *suffix -ly* in groups of adverb synonyms. Repeat each word.

1. barely - hardly - scarcely
2. frequently - regularly - repeatedly
3. totally - fully - thoroughly - completely - entirely
4. lovingly - warmly - tenderly - fondly - affectionately
5. mildly - gently - lightly - carefully - cautiously
6. rapidly - quickly - promptly - swiftly - instantly - immediately
7. surely - certainly - definitely - assuredly - positively
8. clearly - obviously - certainly - evidently - plainly - distinctly

Conversational Exercise:

Practice both /r/ and /l/ sounds in the following conversational exercise.

Red, yellow, and blue are the **primary colors**.\ This means that all other colors\ are made by a combination of any two of these.\ For example, **blue** and **yellow** make **green**,\ **yellow** and **red** make **orange**;\ and **red** and **blue** make **violet**.\

These six colors become the **secondary colors**\ - **red, orange, yellow, green, blue, and violet**.\

These are the colors of the **spectrum**,\ as seen when a beam of light\ is **broken** into its component **parts**\ by passing **through** a **prism**.\

The COMPREHENSIVE American Accent Guide

Silent l – The spelling *l* is not pronounced in these words:

ca <u>l</u> f	ha <u>l</u> f	ta <u>l</u> k	sa <u>l</u> ve	sa <u>l</u> mon
cha <u>l</u> k	pa <u>l</u> m	cou <u>l</u> d	shou <u>l</u> d	wou <u>l</u> d

MORE PRACTICE WORDS with SOUNDS /r/ & /l/

clear	broiler	planner	alarm	allergy	Australia	alligator
clerk	careful	player	control	calendar	electric	elevator
floor	careless	sailor	recall	calorie	librarian	escalator
girl	cooler	teller	release	celery	severely	
learn	fertile	trailer	replace	earlier	sincerely	roller coaster
real	folder		reply	jewelry		
roll	laughter		resolve	laborer	leftovers	
role	laundry	airline		library	translator	
world	layer	airplane		personal		

BONUS EXERCISES

Practice the suffix -ly

Each group of words below consists of adverbs that are synonyms, with one exception. Say all the words in each group and then state which one is not similar in meaning to the others.

1. barely - hardly - totally - scarcely
2. calmly - gently - softly - loudly - peacefully
3. completely - partially - entirely - totally - fully - thoroughly
4. lovingly - warmly - tenderly - fondly - carelessly - affectionately
5. mildly - gently - lightly - roughly - carefully - cautiously
6. rapidly - quickly - promptly - swiftly - instantly - slowly - immediately
7. surely - thoughtlessly - certainly - positively - definitely - assuredly
8. frequently - often - many times - rarely - regularly - repeatedly

Answers: 1. totally 2. loudly 3. partially 4. carelessly
5. roughly 6. slowly 7. thoughtlessly 8. rarely

First, say each word and then say its antonym:

- | | | | |
|---------------------|-------------------|-------------------|-------------------|
| 1. carelessly _____ | 3. sloppily _____ | 5. rapidly. _____ | 7. unkindly _____ |
| 2. loosely _____ | 4. quietly _____ | 6. happily _____ | 8. heavily _____ |

Antonyms: 1. carefully 2. firmly -or- closely -or- tightly 3. neatly -or- carefully
4. loudly -or- noisily 5 slowly 6, sadly 7. kindly -or- nicely 8. lightly

Complete each sentence with an adverb of your choice. You may use adverbs presented in the above exercises.

- | | |
|---------------------------------|-------------------------------------|
| 1. She held the kitten _____. | 5. She answered the question _____. |
| 2. I ate an apple _____. | 6. They waited for an answer _____. |
| 3. He walked in the room _____. | 7. I crossed the street _____. |
| 4. I looked at them _____. | 8. She opened the package. _____. |

Practice /r/ & /l/ in Sentences

SYNONYMS / ANTONYMS - Say each pair of words and state whether their meanings are similar or opposite. For example:

Bright and intelligent are synonyms. - or - Bright and intelligent are similar in meaning.

Arrive and leave are antonyms. - or - Arrive and leave are opposite in meaning.

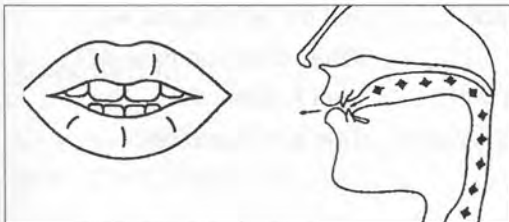
- | | | | |
|---------------------------|---------------------|------------------------|---------------------------|
| 1. careful - careless | 5. permit - allow | 9. horrible - terrible | 13. short - tall |
| 2. cry - laugh | 6. rapid - slow | 10. late - early | 14. true - false |
| 3. entire - whole | 7. every - all | 11. recall - remember | 15. friendly - unfriendly |
| 4. neglect - nurture | 8. hard - difficult | 12. sharp - dull | 16. rarely - seldom |
| Relationship: 1. antonyms | 5. synonyms | 9. synonyms | 13. antonyms |
| 2. antonyms | 6. antonyms | 10. antonyms | 14. antonyms |
| 3. synonyms | 7. synonyms | 11. synonyms | 15. antonyms |
| 4. antonyms | 8. synonyms | 12. antonyms | 16. synonyms |

Which looks like which? Match each item in A with its partner in B. Then state both items within a sentence. For example:

computer monitor - TV screen — *A computer monitor looks like a TV screen.*
A computer monitor and a TV screen look alike.

- | A | B | A | B |
|---------------------|------------|-----------------|----------------|
| 1. caterpillar | baboon | 6. schwa | horse |
| 2. crocodile | worm | 7. tiger | big dog |
| 3. computer monitor | grapefruit | 8. the letter w | upside down m. |
| 4. gorilla | alligator | 9. wolf | leopard |
| 5. orange | TV screen | 10. zebra | upside down e. |

Matching word: 1. worm 2. alligator 3. TV screen 4. baboon 5. grapefruit
 6. upside down e 7. leopard 8. upside down m 9. big dog 10. horse



TO PRODUCE: Start with your lips rounded slightly, and your tongue high in back (as for vowel /u/). Then slide your tongue into place for the next vowel.

If you feel vibration on your lips, you are tightening them. By tightening your lips, you will produce a sound more like /v/. Keep your lips relaxed as you round them.

This sound occurs only at the beginning or in the middle of words.

Practice words and names of places containing the sound /w/. Repeat:

- | | | | |
|------------|-----------|-----------|------------|
| wine/whine | nowhere | warranty | Ottawa |
| while | someone | wonderful | Washington |
| wool | somewhere | Hawaii | Wisconsin |
| work | sidewalk | Norway | Wyoming |

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/kw, tw/

To pronounce the sounds spelled “qu” or “tw,” round your lips for /w/, as you produce both sounds. Repeat these words:

/kw/

quick quality
quit quantity
quiz
quart

/tw/

twelve twenty
twice
twist
twins

Repeat these pairs:

equal – equally
quiet – quietly

frequent – frequently
quarter – quarterly

acquaint – acquaintance
require – requirement

Contrast: /v/ - /w/

Can you differentiate between these sounds? Listen to these word pairs. You will hear one word again. Which is it?

vent ___ went ___ vie ___ why ___ vest ___ west ___

Answers: went vie west

Repeat these words:

veal – wheel/we’ll
veil – whale

vary/very – wary
vine – whine/wine

Repeat these words and sentences:

vent – went	Air came from the vent.	Tell me where you went.
vest – west	The suit has a vest.	What direction is west?
vial – while	The medicine is in a vial.	Wait a little while.
vine – wine	It grows on the vine.	That’s a fine wine.



Where would you like to spend the winter?

..... In Hawaii, where the weather
is warm and sunny, and you?

I would like to go to Wyoming or Wisconsin,
where it snows in the winter.

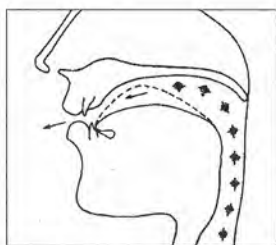
BONUS EXERCISE

Practice the sounds /w/ and /kw/ in the following questions and answers. First match the questions with the answers, then say both. The first one is matched for you.

- | | |
|---|---------------|
| 1. What's another word for <i>request</i> ? | Wake up. |
| 2. What is another word for <i>inquiry</i> ? | Marry. |
| 3. What is another word for <i>quick</i> ? | Stop. |
| 4. What is another word for <i>quit</i> ? | Rapid. |
| 5. What is another word for <i>quiet</i> ? | Clean. |
| 6. What is another word for <i>wed</i> ? | Calm. |
| 7. What is another word for <i>wash</i> ? | Investigation |
| 8. What is another way to say <i>awaken</i> . | Inquiry. |

Answers: 1) inquiry 2) investigation 3) rapid 4) stop 5) calm 6) marry 7) clean 8) wake up

j



TOPRODUCE: Begin with your tongue in position for the vowel /i/ and then slide it into the next vowel without touching the alveolar ridge.

This sound occurs at the beginning or in the middle of words.

yell your/you're million

Contrast: /j/ - /dʒ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

jail ___ Yale ___ yak ___ Jack ___ use ___ juice ___

Answers: Yale Jack juice

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For the sound /j/, the tongue moves without touching the alveolar ridge or palate. For the sound /dʒ/, the tongue makes contact near the alveolar ridge.

Repeat these words to contrast /j/ and /dʒ/.

yawn – yellow – yoke
John – Jello – joke

yet – you'll – years
jet – jewel – jeers

Repeat these words and sentences:

jet – yet	Has the <u>jet</u> arrived <u>yet</u> ?
John – yawn	<u>John</u> started to <u>yawn</u> .
Yale – jail	Did you say <u>Yale</u> or <u>jail</u> ?
yam – jam	Did you eat the <u>yam</u> with <u>jam</u> ?
yes – Jess	<u>Yes</u> , his name is <u>Jess</u> .

/ju/ – The spelling “u” is pronounced /ju/ when stressed, as in:

cute

human

review

Repeat:

union
unit

unite
unique

funeral
uniform

universal
university

Practice the sound /ju/ in verb-noun pairs. Repeat:

contribute – contribution
distribute – distribution

continue – continuation
devalue – devaluation

execute – execution
prosecute – prosecution

/jə/ – The spelling “u” is pronounced /jə/ in unstressed syllables. Listen:

fabulous
muscular

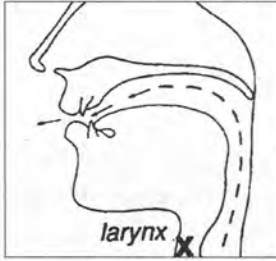
miraculous
particular

Repeat the following adjective-verb-noun sets.

circular – circulate – circulation

regular – regulate – regulation

h



TO PRODUCE: Release the airflow with slight force to create a clear whispered sound at the larynx. As you do this, position your tongue, jaw, and lips for the vowel that follows /h/.

Do not shape the airflow in the mouth. Keep the roof of the mouth relaxed, and the back of the mouth opened widely.

This sound occurs only at the beginning or in the middle of words.

The Sound /h/ is a pure whisper. Listen:

he

had

hook

Use a pure whisper for /h/. Repeat:

heat
hit
hate

hot
how
who

heavy
hectic
hurry

behavior
however
Ohio

anyhow
handicap
holiday

Repeat the following sentences:

I'm happy to be home.

How heavy was the traffic?

The weather was hot and humid.

Two halves make a whole.

It is heavier than a feather but not as heavy as a house.

Silent h - The spelling *h* is not pronounced in these words:

Heir Honest exhaust exhibit Hour Honor

In the words, *herbs* and *vehicle* the spelling *h* can be spoken or not pronounced.

BONUS EXERCISE

Each of the following sentences contains one word in which the spelling *h* is pronounced and one word in which spelling *h* is not pronounced. Practice the sentences.

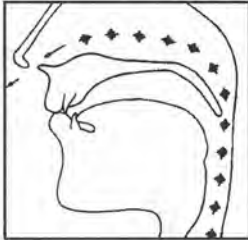
- Who is the heir to the fortune?
- How many hours did it take?
- He is an honest person.
- Henry was very exhausted.
- They were happy to be honored.
- To inhibit* is opposite of *to exhibit*.

THE NASAL SOUNDS

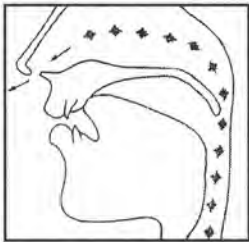
/m/ – me, aim

/n/ – no, any

/ŋ/ – sing, anger



TO PRODUCE: Bring your lips together to block the voiced airflow and then direct it through the nasal passage.



TO PRODUCE: Place your tongue sides against your upper side teeth, and your tongue tip on the alveolar ridge. This will block the airflow at the mouth and direct it through the nasal passage.

Speakers of East Asian Languages: Produce final /n/ the same way you produce initial /n/. Focus on placing the tongue tip on the alveolar ridge and avoid raising the tongue in back. View yourself in a mirror as you practice.

Try this technique: Break words that end in /n/ into two parts (For example, say: *pan* = *pa* - *n*.) Repeat the two parts separately, and then say them closer and closer together until you can say the complete word.

Contrast: /m/ – /n/

Can you differentiate between sounds /m/ and /n/ at the ends of words? Listen to word pairs. You will hear one word again. Which is it?

gum__ gun__ same__ sane__ Tim__ tin__

Answers: gum sane Tim

Repeat the following words and sentences:

- | | | |
|--------------|-----------------------------|-------------------------|
| dumb – done | Is it smart, or dumb? | What have you done? |
| same – sane | Are they the same? | Is it crazy, or sane? |
| seem – scene | How old does it seem? | What a beautiful scene! |
| some – sun | Please have some. | As bright as the sun. |
| Tim – tin | His name is Tim. | Is that made of tin? |

Contrast: Voiced – Voiceless Endings

The suffix *-ed* and the suffix *-s* are voiced when added to /m/ or /n/. Listen to the contrast between voiceless and voiced endings:

mpt – md	nt – nd	mps – mz	ns – nz
cramped – crammed	bent – bend	limps – limb	dance – Dan's
dumped – damned	scent/sent – send		

Contrast voiceless with voiced endings in these words and sentences. Repeat:

bent – bend	The pipe is bent. The pipe will not bend.
meant – mend	Explain what you meant. To fix is to mend.
scent – send	Perfume has a scent. Which one did you send?
complaint – complained	They filed a complaint. Have they ever complained?
ramps – rams	There are no steps, only ramps. Male sheep are called rams.
slumps – slums	The stock market has slumps. Some cities have slums.
tramps – trams	Hobos are also called tramps. Some ski resorts have trams.



For /n/-the airflow is directed through the nasal passage.
For /l/- the airflow is released over a side of the

Contrast: /l/ – /n/

Listen to the contrast between /l/ and /n/ in these word pairs:

knife – life	name – lame	need – lead
--------------	-------------	-------------

Repeat these pairs:

knows/nose – lows	niece – lease
look – nook	no/know – low
nag – lag	noose – loose

Repeat these sentences:

The noose is loose.
Do you know how low?
Lee hurt his knee.

Look at the nook.
You need to be in the lead.
My niece signed a lease.

To avoid substituting n for l: If you tend to produce sound /n/ in place of /l/, do the following exercise:

Block your nasal passage by closing nostrils together with your fingers. While you do this, practice saying words and sentences that contain the sound /l/ but not the sound /n/. You will not feel any vibration at your nose when you produce the /l/ sound correctly Try these sentences:

Let's go later.	The lady left early.	Please let us look closely.
It looks like a leaf.	I like to look at the lake.	Who will look after the child?
We left late last July.	The leaves fell late last Fall.	Let's leave as early as possible.



TO PRODUCE: Raise the back of your tongue against the palate (as for the sound /g/). This blocks the airflow and direct it through the nasal passage.

This sound occurs only in the middle or at the end of words in English.

Listen to words that contain the sound /ŋ/.

hang ring sing

Contrast: /n/ – /ŋ/

Can you differentiate between these sounds? Listen to word pairs. You will hear one word again. Which is it?

ban __ bang __ thin __ thing __ win __ wing __
Answers: bang thing win

Say these words and sentences:

ban – bang	To forbid is to ban.	It's a loud bang.
thin – thing	Tall and thin.	What is that thing?
win – wing	Can everyone win?	The office is in that wing.

Contrast: /ŋk/ – /ŋ/

Listen:

/ŋk/	/ŋ/	/ŋk/	/ŋ/	/ŋk/	/ŋ/
brink	– bring	anchor	– anger	ankle	– angle

Repeat these words and sentences:

bank – bang	Did you go to the bank?	I heard a loud bang.
sink – sing	When did the Titanic sink?	Do you like to sing?
think – thing	What do you think?	That is a funny thing.
wink – wing	That is a flirting wink.	Go to the west wing.

Contrast Suffix Endings

The *suffix -s* and the *suffix -ed* are voiceless when added to /ŋk/; and they are voiced when added to /ŋ/. Listen:

/ŋks/	/ŋz/	/ŋkt/	/ŋd/
banks	– bangs	banked	– banged

Practice words with voiceless endings and then words with voiced endings. Repeat:

/ŋkt/	/ŋkt/	/ŋd/	/ŋd/
blinked	ranked	banged	longed
linked	thanked	hanged	belonged

Listen to words with the *suffix -s*:

/ŋks/	/ŋz/
winks	wings

Practice words with voiceless endings and then words with voiced endings. Repeat:

/ŋks/	/ŋks/	/ŋz/	/ŋz/
drinks	thanks	brings	songs
ranks	thinks	rings	things

Repeat the following sentences:

Who brings the drinks?
Thanks for all those things.

She thinks the rings are gold.
 She sings my favorite songs.

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Suffix -ing

The suffix -ing is used in:

Present progressive verbs *The story was boring me.*

Nouns *The story was boring.*

Adjectives *The boring story made me yawn.*

The Suffix -ing

Repeat these words with the suffix -ing.

asking
morning

awaiting
exciting

evening
listening

Contrast: Endings /nkiŋ/ (-nking) - /ŋiŋ/ (-nging)

Listen to the following pairs with the suffix -ing:

sinking – singing

banking – banging

winking – winging

Repeat these words:

/ŋkiŋ/

banking
blinking
honking
ranking

/ŋiŋ/

hanging
longing
ringing
singing

/ŋiŋ/

belonging

Repeat these sentences:

They were singing as the boat was sinking.

I was thanking them for hanging the pictures.

I was thinking about doing that first thing in the morning.

Practice the sound /ŋ/

BONUS EXERCISE

SYNONYMS In the following word groups all of the words with the exception of one are similar in meaning. Say each word in a group and state which one is not similar to the others in meaning.

1. talking - speaking - trying - discussing - expressing
2. listening - griping - attending - hearing
3. understanding - learning - kidding - investigating
4. making - creating - producing - manufacturing - speaking
5. breaking - cracking - fixing - shattering - bursting
6. teasing - listening - kidding - fooling around - clowning around
7. creating - complaining - objecting - protesting
8. attempting - trying - striving - waiting - undertaking

Not similar: 1. trying 2. griping 3. kidding 4. speaking 5. fixing 6. listening 7. creating 8. waiting

MORE on STRESS & INTONATION



We will now explore how stress and intonation convey a variety of feelings, emotions and attitudes. We will address common patterns as well as less usual patterns in order to increase your communication awareness and to improve your skills at communicating in English.

It is not possible in this program to address all of the different patterns of stress and intonation that are used in everyday situations. However, there are some general rules that you may find useful in understanding how stress and intonation convey underlying meaning.

INTONATION AND MEANING

Polite Tones

Politeness is typically expressed using higher pitch tones, as in:

Are you finding what you need?

Is that everything for you?

Words that express politeness can sound even more polite when spoken with an intonation pattern that has higher pitch tones. Listen to examples spoken with a normal intonation pattern, and then with higher pitch tones:

Normal Intonation



Hello.
Pardon me.



.....
.....

Higher Tones



Hello.
Pardon me.

Practice contrasting the two patterns. Repeat:

		
Excuse me.		Excuse me.
You're welcome.		You're welcome.
What time is it?		What time is it?
Do me a favor.		Do me a favor.
What's your name?.....		What's your name?
Can I help you?		Can I help you?
Where are the restrooms?		Where are the restrooms?
How much are those?		How much are those?

Mildly Rising Inflection




A pattern of mildly rising inflection conveys a sense of ease. This pattern generally has a pleasant tone and can convey an openness to continued communication, as in the following responses. Listen:

How was the weather? Pleasant.
What did you think of it? It's pretty good.

Practice mildly raised inflection. Upon hearing A and B, repeat B.

A	B
How is everything?	Okay.
How were the roads?	Not bad.
When do you expect them?	Anytime.
What did you do this weekend?..	Nothing special.

Certain short responses are often spoken with inflection that falls at the end and then rises again. For example:

		
I think so.	I hope not.	I want to.

Sharply Rising Inflection

A question with a sharply rising inflection has a tone of surprise or disbelief. Listen to this dialogue:

There's a car with a parking ticket on the window.

Is it a red car?

No, it's a blue one.

Good, it's not mine!

The following contrasts a sharp rise in inflection with normal inflection. Listen:

Sharply Rising Inflection

Normally Rising Inflection

Is that true?

Is that true?

Repeat the following:

Right now?

Are you sure?

Is it that time?

Did you see that?

Were you serious?

Is that your dog?

Is the deadline tomorrow?

Right now?

Are you sure?

Is it that time?

Did you see that?

Were you serious?

Is that your dog?

Is the deadline tomorrow?

Swinging pitch inflection

In English there is a pattern with swinging pitch that conveys disagreement, surprise, or sarcasm. Within the stressed syllable pitch rises, falls sharply, and then rises again; as in the following response:

It must have been quite a surprise.

A sur


PR E?!

IS

Everyone knew.

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Use a swinging pitch on the following responses. After you hear A and B, repeat B.

A	B 
That movie was exciting.	ExCITing?! I thought it was dull.
Let's leave now.	NOW?! We just got here.
Wasn't it easy?	EASy?! I thought it was difficult.
It's adequate, isn't it.	ADequate?! It's much more than adequate.
They're friendly.	FRIENDly?! I thought they were unfriendly.
Did you make a sacrifice?	A SACrifice?! I didn't mind at all.


Sharply Falling Inflection

A message with a sharply falling inflection has a tone of impatience, irritation, or urgency. Compare a sharply falling inflection with a normal falling inflection in the following responses. Listen:

Sharply Falling Inflection:

Would you like to be left alone? YES. 



Normally Falling Inflection:

Would you like me to join you? YES. 

Contrast a sharply falling inflection with a normal falling inflection. Repeat both examples:

Sharply falling

Normal

No!	.....	No. 
Of course!	.....	Of course.
It's mine!	.....	It's mine.
I don't know!	.....	I don't know.
Who said that?!	.....	Who said that?
What's the matter?!	.....	What's the matter?
What did you want?!	.....	What did you want?

Record yourself as you practice English conversational speech. Focus on your intonation and think of how your attitude might be interpreted by others. Remember that sharp inflections generally convey heightened feelings or emotions. You want to avoid sounding impatient, for example, when you do not mean to.

VARIATIONS AND EXCEPTIONS

Yes/No Question Form with a Falling inflection

A question that seeks a 'yes' or a 'no' response is usually spoken with a rising inflection. When spoken with a falling inflection, a *yes* or *no* type of question is often rhetorical, meaning that it has little communication value. It is usually more of a self-comment rather than a request for a response. This type of response, however, can serve to reinforce conversation. Listen to the following dialogue:

Did you go anywhere this weekend?

..... I went fishing.

Oh, did you.

..... The fishing was great!

Was it.

..... And what did you do?

Declarative Form with Rising Inflection

A declarative form is at times spoken with a rising inflection. As such, it is often rhetorical and is an expression of surprise, instead of a real question. Listen:

We've arrived.

.... We're here already?

The scenery was great.

.... I wouldn't know. I was sleeping.

You were sleeping?

.... You couldn't tell?

It's lunch time.

.... It's lunch time already?

Yeah, where would you like to go eat?

Wh-Questions with Rising Inflection

Normally, a *wh*-question is spoken with a falling inflection. A *wh*-question spoken with a rising inflection, however, is used to request clarification. The person asking the question either does not remember the information or did not hear it clearly, as in the following dialogue:

Did you meet Kim's friend?

..... Yes, what's his name?

It's Dan.

..... Oh, yes.

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Repeat the following to contrast a falling inflection with a rising inflection on a *wh*-question:

Which one?.....	Which one?
Where is it?.....	Where is it?
What did you say?	What did you say?
Where is it you're going?	Where is it you're going?
How did you get there?	How did you get there?

Listen to A and B, and then repeat B:

A	B
There will be a workshop.	When?

On the first.	When?
On the first of next month.	

A	B
Hey, I like those sweaters.	Which one do you prefer?

I like the striped one.	Which one?
The red one, with stripes.	

Conversational Exercise:

As you listen to the following dialogue, focus on the use of intonation and stress to convey underlying meaning.

So...what did you do this weekend?

..... Oh, nothing much, how about you?

Well, I had a great time!

..... A great time?! How so?

Well, I cleaned out the garage, mowed the lawn, cleaned up the house and got a haircut.

..... That doesn't sound like a great time to me.

It doesn't?

..... No, it doesn't.

Well, at least I don't have to worry about it next weekend.
So...what are you doing next weekend?

..... Next weekend I think I'll clean out the garage,
mow the lawn, tidy up the house, and get
my haircut.

VARIATIONS IN STRESS

Stress on Descriptive Words

Primary stress is normally placed on the last content word of a phrase or a sentence. In everyday speech, however, adjectives or adverbs are often stressed for emphasis and are thereby given primary stress. Listen to sentences with the adjective stressed:

It's **simple** to learn.

It's an **excellent** idea.

Practice stressing adjectives for emphasis. After you hear A and B, repeat B:

A	B
I hear it's a beautiful place.	Yes, it's a gorgeous place.
Is that a good example?	It's a perfect example.

Sometimes the adverb is stressed for emphasis, as in the following exchanges. Listen:

A	B
You must have been surprised.	I was so surprised!
It's amusing, isn't it?	Yes, it's mighty amusing!

After you hear A and B, repeat B:

A	B
I understand it's easy.	It's super easy.
I hear the exam was difficult.	It was extremely difficult!
Are you disappointed?	I'm terribly disappointed!
He's quite busy, isn't he.	Yes, He's very occupied.
Is it a good restaurant?	It is a great restaurant.

Sometimes more than one descriptive word is stressed for emphasis. For example:

It was **very good**.

It was **freezing cold**!

Practice stressing more than one descriptive word. After you hear A and B, repeat B.

A	B
How's the music?	That's too loud !
Was it difficult or easy?	It was so easy .
Do you think so?	I am positively certain .
I hear it's possible.	It is absolutely impossible !
Did the time go fast?	It went so fast !
I thought it was complicated.	Yes, it was way too complicated.
Did you like the movie?	It was very, very good .

Degrees of Stress

Different degrees of stress are used for emphasis. A stressed syllable can be given greater stress by increasing its length, its loudness and/or by raising its pitch more. In the following, the responses are stated at different levels of stress. Listen:

	stress for emphasis	greater stress for emphasis
How was the ship?	It was huge .	The ship was HUGE !
Was it a bad storm?	It was terrible .	It was TERrible !
How was the sunset?	It was awesome .	It was AWESome !

PARAPHRASES: Practice using two levels of stress, as you paraphrase. Each item in A has a corresponding paraphrase in B. Repeat both A and B:

A	B
You're exactly right!	You're pre CISE ly right!
It was exciting !	It was ex HIL arating!
That's costly !	That's out RA geously expensive!
It's confusing !	It's PUZZ ling!
It was embarrassing !	It was hu MIL iating!
They're sociable !	They're VEry friendly!
It's terrible !	It's HOR rible!
It's hard to believe!	It's in CRE dible!
It's terrific !	It's fan TAST ic!

Conversational Exercise

Focus on degrees of stress as you shadow the speaker in the following:

My friend told me that learning how to play golf was **REAL** easy. So, I decided to learn. What I **REALy** learned was that my friend had a **great** talent for **UNDER**statement. Playing golf **sounds** simple enough. You swing a golf club at a little white ball. What's so **difficult** about that? **Right**? The fact is, golf is **easily** one of the **HARDEST** sports to be good at. Simply put, it's **exTREMELY** difficult to learn - especially when you start out being so **emBARrassingly** bad at it!



Stress with Lower Pitch

Stress for emphasis is sometimes made with a lower pitch inflection. While higher pitch generally has a more enthusiastic tone, lower pitch has a more calm or even a listless tone. Sometimes words are stressed in a tone that reflects their meaning. Listen

It's ex ^{CIT} ing. I'm ^{HAP} py about it. It was B ^O R ring. I'm T ^I R ed.

Practice stress with higher pitch or with lower pitch. After you hear A and B, repeat B.

A B

How was business today? BUS y. VER y busy.

How was the train ride? SL OW. VER y SL OW.

How was the movie? It was QUITE sus PENSE ful.

How was the movie? It was SO de PRESS ing.

Stress with low pitch can also express opposition or disagreement, as in the following responses. Listen:

The meeting's in November, isn't it? N O, it's in Oc TO ber.

I was pretty sure it was in November. Oc TO ber. Check the newsletter.

PRACTICING STRESS FOR EMPHASIS

Shifting primary stress in a phrase or sentence gives emphasis to words that express the main point in that phrase or sentence, and it affects its overall meaning. To see how shifting stress affects meaning, listen to a sentence spoken with normal stress, and then to that same sentence as it might be spoken in a different circumstance.

Possible Questions:		Possible Responses:	
Who plans to finish tonight?		I plan to finish tonight . (normal Stress)	
Do you think you'll finish tonight?		I plan to finish tonight.	
Do you plan to begin tonight?		I plan to finish tonight.	
Do you plan to finish tomorrow?		I plan to finish to NIGHT .	

Notice that shifting stress in the responses often communicates a distinction between what the listener expects and what the speaker means.

Practice shifting stress in the following exchanges. After you hear A and B, repeat B.

A	B
When do we leave?	The train leaves at 9 a.m. (normal Stress)
Does the plane leave at 9 a.m.?	No, the train leaves at 9 a.m.
Does the train arrive at 9 a.m.?	The train leaves at 9 a.m.
I think the train leaves at 8 a.m.	The train leaves at 9 a.m.
Does the train leave at 9 p.m.?	The train leaves at 9 A.M.
A	B
What do you do for exercise?	I walk for exercise every day .
Does anyone here exercise?	I walk for exercise every day.
Do you jog often?	No, but I walk for exercise every day.
Do you ever walk to work?	No, but I walk for exercise every day.
Do you ever go on walks?	I walk for exercise every day.
Do you exercise every weekend?	I walk for exercise every DAY .

CLARIFYING AND EXPLAINING

In the following exchanges, the responses clarify and also explain. Listen:

Do plumbers work on lights?	No, plumbers do not work on lights. Plumbers work on pipes . Electricians work on lights.
-----------------------------------	---

Practice using stress to clarify and explain. Listen to A and B. Repeat each sentence in B.

A	B
Is a computer a type of software?	No, a computer is not a type of software. A computer is a type of hardware . Computer programs are software.

Are Panda Bears from Australia? No, Panda bears **are not** from Australia.



Pandas are from **China**.
Koala Bears are from Australia.



Is Rhode Island the largest state
in America? No, Rhode Island is **not** the largest state.
Rhode Island is the **smallest** state.
Alaska is the largest state.

This time, you answer the questions by emphasizing the words that make your message clearer in meaning. Stop, if you need to, and mark the words that you will emphasize.

Listen to items in A, then say the items in B. You will hear a model after each sentence in the responses.

A B
Is Mexico north of the United States? ___ *No, Mexico is not north of the United States.*
___ *Mexico is south of the United States.*
___ *Canada is north of the United States.*



Correct:

No, Mexico is **not** north of the United States.
Mexico is **south** of the United States.
Canada is north of the United States.

A B
Does the moon rotate around the sun? ___ *The moon does not rotate around the sun.*
___ *The moon rotates around the earth.*
___ *The earth rotates around the sun.*



Correct:

The moon does **not** rotate around the sun.
The moon rotates around the **earth**.
The **earth** rotates around the sun.

Now practice responses that have more than one word stressed for emphasis within a sentence. Listen:

Are all apples red? No, **not all** apples are **red**.
Some are **green** and some are **yellow**.

Does the bus arrive at noon? **Both the bus and train** arrive at noon.

The COMPREHENSIVE American Accent Guide

Repeat the responses. After you hear A and B, repeat B.

A Does the bus or the train arrive at noon?
B **Neither** the bus **nor** the train arrives at noon.
The **bus** arrives at **two** and the **train** at **four**.

Chicago and Washington are states
in the East Coast. **Washington** is a **state** in the **Northwest**.
Chicago is a **city** in the **Midwest**.

Is New Year's Eve the first day
of January? No, it's the **last** day of **December**.
New Year's **Day** is the first day of **January**.

This time, you answer the questions by emphasizing the words that make your message clearer. Stop, if you wish, and mark the emphasized words in each sentence. Then continue. After you hear A, you say B. Then listen to the model.

A Does the sun rise in the North
and set in the South? B *No, the sun rises in the East and sets in the West.*

Botany is the study of animals,
and zoology is the study of plants. *No, botany is the study of plants, and zoology is the study of animals.*

Correct:
No, the sun **rises** in the **East** and **sets** in the **West**.
No, **botany** is the study of **plants**, and zoology is the study of **animals**.

INTONATION AND PAUSES

Pauses add clarity to speech when they are used meaningfully. A slight pause between thought units allows the speaker to better organize his/her thoughts, and it also allows the listener time to reflect on what is being said. Listen.

How do I stay fit? Let me see. First, I try to get out of bed as early in the morning as possible, within reason. Then I find the leash for the dog; because I find that having a workout partner can be very beneficial, if you know what I mean. Finally, I stretch just to make sure I don't pull anything. Now comes the actual exercise, usually jogging a couple of miles. My jogging partner, the dog, leads the way. And before long, the whole thing's history; which sounds so much better than pre-history. Anyway, that's my daily fitness routine, or rather, my almost daily fitness routine.

MESSAGES THAT REQUIRE PAUSES

Addressing the Listener by Name

When addressing a listener by name in a message, add a slight pause between the listener's name and the rest of the message. The name also has its own inflection pattern. Listen:

I meant to call you, / Alan.

Now listen to a message with the name at the beginning:

Alan, / I meant to call you.

Listen to questions that directly address the listener:

Did you call, / Alan?

When did you call, / Alan?

Without a pause and a separate inflection, the name of the person addressed will sound as if it is part of the message. For example:

Did you call, Alan? becomes *Did you call Alan?*

Call your mother, Alan. ... becomes *Call your mother Alan.*

Practice saying messages that directly address the listener. Repeat:

Did you call me, Sam?

It's your mother, Alicia.

How can you tell, Paul?

Are you okay, Robert?

When did you visit, Tony?

Your husband called, Sonia.

I'm pleased to meet you, Nathan.

I'm pleased to have met you, Trina.

We are looking forward to seeing you, Rebecca.

I have a message for you, Tom.

Responses beginning with *yes* or *no*

When a message begins with *yes* or *no*, a slight pause sets the word apart from the rest of the message and also gives it more emphasis. Listen:

Yes,/ thank you. No,/ thank you.

Repeat the following:

Yes, I accept. No, I refuse.
Yes, that's what I meant. No, that is not what I meant.
Yes, that is my coat. No, that is not my coat.
Yes, they are my neighbors. . No, they are not my neighbors.

Messages with Tag Forms

A tag form is a message that immediately follows another message. The speaker makes a statement or asks a question and then follows immediately with another question or statement, as in the following examples:

It's appropriate,/ don't you think? What do you-think I am,/ a genius?

The tag is set apart from the rest of the message with a distinct pause and a separate inflection.

In the following exchanges, both A and B have tag forms. Listen:

A B
When do we start, tomorrow? It's next week, I'm sure.
Whose turn is it, yours? It's yours, I think.

Generally, a tag with a falling inflection seeks agreement, while a tag with a rising inflection assumes that the listener will agree. Listen to exchanges to contrast a tag that seeks agreement with one that assumes the listener will agree.

A tag form that is not actually a question is punctuated with a period, not a question mark.

A B
Seeking Agreement: You're excited about it, aren't you? A little bit.

Assuming Agreement: You're excited about it, aren't you.How can you tell?

Following are tag forms as questions and then tag forms as statements. Repeat them:

Tag forms as questions

What do you think, okay?
 What day is it, the tenth?
 When do we leave, tomorrow?
 This needs improvement, don't you agree?
 That was the last time, right?
 The store hasn't already closed, has it?

Tag forms as statements

You'll remember that, won't you.
 They seem happy, don't they.
 It's not a good idea, is it.
 That doesn't look right, does it.
 It's a nice day, isn't it.
 You won't do that again, will you.

Practice using tag forms as questions or as statements in the following exchanges. Listen to A and B, then repeat B.

A	B
This is the right bus, isn't it? ...	It doesn't seem like it, does it.
We want number 26.	No, we want 20, don't we?
I'm not sure.	We'd better ask, don't you think?
It's too late to see a movie.	It's not that late, is it?
What time is it?	It's only six, I think.
That's right, it is only six.	Then what's the answer, yes?

Hello, is this Tom's Auto Repair?

..... Yes, it is, can I help you?

Well, my car is making a strange sound, kind of a "chugga, chugga" thing.

..... So the car still runs, am I right?

Yeah, Tom, it still runs, but not very well at all.

..... The "chugga, chugga" thing....

So if I brought my car down, could you take a look at it?

..... Well, no, because here at Tom's Auto Repair, we focus on "clunka, clunka" sounds. For "chugga, chugga" sounds, I recommend that you call my brother Ted, of Ted's Auto Repair. "Chugga, chugga" are his specialty.

Thanks, I appreciate the help, goodbye.



PAUSES IN LONGER SENTENCES

Compound Sentences

Conjunctions connect thought segments or clauses into sentences. A conjunction may occur at the beginning of a sentence or between clauses. A slight pause between the clauses and changed inflection, make the clauses in a sentence clearer. Listen to a sentence first without, and then with, a slight pause and a change in inflection:

CONJUNCTIONS: *and, as, but, if, so, also, when, because, after, before, although, thus, however, whenever, whereas, nevertheless, etc.*

Without separate inflection or pause

Let me know if you decide to go.

With a separate inflection and a pause

Let me know, / if you decide to go.

In written communication, a comma indicates a slight pause.

Listen to this dialogue:

If there's a festival, would you like to go?

..... I would, but I'll have to check my schedule.

If you can go, I'll get the tickets.

..... I'll let you know soon, if I can go.

Say the following sets of sentences with the conjunction in the beginning and then in the middle. Repeat:

Conjunction at Beginning:

Conjunction in Middle:

Before you start, think about it.

Think about it before you start.

When you get there, please send a postcard.

Send a postcard when you get there.

If we can't make it, we'll have to cancel.

We'll have to cancel if we can't make it.

Whenever you have time, give me a call.

Give me a call whenever you have time.

As we arrived, I remembered something.

I remembered something as we arrived.

Parenthetical Statements

A parenthetical statement is a thought segment within a sentence. It is set apart from the sentence by one or more pauses and by its own intonation pattern. It can occur in the middle, at the beginning, or at the end of a sentence. Listen to examples:

However,/ that is not true. That, however,/ is not true. That is not true,/ however.

Practice using parenthetical statements in different parts of a sentence. In the following exchange, the response is stated in three ways. After you hear A and B, repeat each item in B.

A
Do you two know each other well?

B
In fact, we were just introduced.
We were, in fact, just introduced.
We were just introduced, in fact.

Repeat the following:

That is impossible, of course.
That, of course, is impossible.
Of course, that is impossible.

As far as I'm concerned, that is justified.
That, as far as I'm concerned, is justified.
That is justified, as far as I'm concerned.

They are moving in two weeks, in case you didn't know.
They are moving, in case you didn't know, in two weeks.
In case you didn't know, they are moving in two weeks.

Unless you hear otherwise, the meeting will be on Monday.
The meeting, unless you hear otherwise, will be on Monday.
The meeting will be on Monday, unless you hear otherwise.

Unless we change our minds, we will begin at two o'clock.
We will begin, unless we change our minds, at two o'clock.
We will begin at two o'clock, unless we change our minds.

Conversational Exercise

Now practice new intonation patterns as you shadow the speaker in the following conversational exercise:



You know, when you think about it, cats really are smarter than dogs. Dog owners consider cats as aloof, and often times, self-involved. They sleep all day; and, with rare exceptions, refuse to perform tricks. They run things, more or less, on their terms. As a cat owner, I can confirm all of those considerations. However, it is the self-sufficiency of cats that makes them so appealing as pets. Cats only like you if they know you, and if they think you deserve it. They will not ask you, as their owner, to do anything they would not want to do if the circumstances were reversed, and they owned you. They would never make you get up at four o'clock in the morning, just to let them out. They would never relieve themselves on your expensive Persian rug. Sure, dogs are cute. But cats, on the other hand, are smart. And as experience will tell you, being cute can only get you so far in this world.

STATING OPTIONS

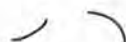
When providing choices or alternatives, a slight pause between items and a change in inflection makes the message clearer.

Two Options

When two options are stated, the first is spoken with a rising inflection and the second with a falling inflection. Listen:



Do you like it, / or not?



What do you think; yes, / or no?

Practice using a slight pause and separate inflections in the following. Repeat:

This one, or that one?

Does it matter, or doesn't it?

Is it the left side, or the right side?

Which looks better, this or that?

Where should we meet, at your place or mine?

How would you rather send it, by FAX or by e-mail?
 Do you like to go out for lunch, or order pizza?
 When will you be back, Monday or Tuesday?
 When would you like to schedule an appointment, morning or afternoon?

More than Two Options

When choices include more than two options, each item, except the last one, is spoken with a slightly rising inflection. Listen:



Was it in the fall,/ the winter,/ or the spring?

Practice saying sentences that offer more than two choices. Repeat:

Will you take the bus, the train, or fly?
 Were you happy, disappointed, or what?
 Is it today, tomorrow, or the day after tomorrow?
 Would you like coffee, juice, tea, or soda?
 Should we go out to dinner, to a movie, or both?
 We can fix dinner, order takeout, or eat out.
 Will you be here this week, next week, or the week after?
 Which would you prefer, cash, check, credit card, or money order?

STATING ITEMS OR SEQUENCES

When stating a list of items or sequences of events, the items or events before the end are often spoken with an overall higher pitch. Listen:



We have a cat, a dog, and a bird.
 I washed the dishes, swept the floor, and vacuumed.

Repeat the following:

For entertainment, I like movies, concerts, and plays.
 They accept Visa, MasterCard, Discover, and American Express.
 I will visit my parents, my grandparents, my in-laws, and my cousin.

Conversational Exercise:

Practice the new intonation patterns you just learned. Shadow the speaker in the following.

So there I was, standing there in the middle of the worst snowstorm in forty years. Needless to say, I was really cold. So, I buttoned up my coat a little tighter, and pulled the hood, lined with goose down, over my head. Then I put my hands into my pockets. Man, was that snow coming down! Finally, much to my good fortune, a friend of mine, who drives a four-wheel-drive truck, happened by. He saw me, pulled over, and asked me if I needed a ride. Since the answer was rather obvious, and my mouth was frozen shut anyway, I climbed in without responding. When I got home, I made myself some tea, and proceeded to thaw out my toes. Then, I started thinking about how nice it would be if, instead of thawing out, I was stretching out on a beach somewhere in the Caribbean, enjoying something other than tea, something with one of those little umbrellas in it, while watching an awesome sunset.



Items can be made more distinct by stating each, prior to the last one, with a rising inflection and adding a slight pause in between items. Listen:

They're going to Athens,/ Istanbul,/ Cairo,/ and Tel Aviv.
She opened the door,/ walked in,/ and sat down.

Repeat the following:

They sell videos, CD's, DVD's, magazines, and paperbacks.
The classes offered are algebra, trigonometry, and physics.
The hotel provides cable TV, a hot tub, and a swimming pool.
They require an application, a resume, and a letter of recommendation.
Reading, painting, hiking, and mountain biking are my favorite pastimes.
The price includes round trip airfare, sightseeing tours, and hotel accommodations.
On a tour of London we visited Kensington Gardens, Buckingham Palace,
and Windsor Castle.

Indefinite Listings or Choices

When listing items or providing options as unlimited possibilities, each item is said with a slightly rising inflection and with slight pauses. Listen:

Would you like black tea, herbal tea, latte, espresso.....
They have a pool, a spa, tennis courts

Descriptions, Directions, or Instructions

The items in a description and in a set of instructions or directions sound clearer when spoken with separate inflections and with slight pauses in between. Repeat the following:

It's a two-story gray house with a large picture window, a tall elm tree in front, surrounded by a white fence.

Complete the first page, fill in items 4, 5, and 6, and enter your signature and the date on the bottom line.

To go there, get on Highway 15, take the Sixth South Exit, turn right, go two blocks, and you're there.

Conversational Exercises - Putting it All Together

Practice applying the patterns of stress, rhythm, and intonation as you repeat the following paragraphs.



Be clear about the audience./ A writer should know his readers, and then write so they can understand./ Always make the writing as simple as possible./ Even complex ideas can often be written simply./ The simpler one writes, the more likely the reader will understand./ Clear, simple writing is much easier to understand, and much easier to translate into local languages./ Remember, keep it simple.



Dolphins which are probably the most popular of sea animals, are said to be intelligent and friendly./ If you ever take an ocean voyage or cruise, you will likely get to see Dolphins swimming alongside the ship or just in front./ They will appear to be racing playfully with the ship, as they dash and leap, cutting back and forth across the bow/. Dolphins are seen commonly in the warm waters of the Gulf Stream./ They travel in schools and accompany ships for long distances./ They grow to a length of six to nine feet and are dark above, with yellowish and brown stripes on the sides, and a clear white belly./ They are not fish, but mammals./ They are closely related to the whales and porpoises.



To some of us, the Mississippi is indeed a book./ It is Tom Sawyer, Huckleberry Finn, and Jim floating on a raft,/ pushing down stream, and feeling the soothing splash of cold water on bare feet./ It is an unforgiving sun beating down relentlessly on straw hats that shade rosy, mischievous cheeks, /and it is the glowing, black skin of a runaway slave that shines like ebony./ In its ripples we sense freedom, adventure and a longing for discovery.

Now practice applying the patterns of stress and intonation, as well as pauses, as you shadow the speakers in the following paragraphs.

How to get big laughs at a party? First, you have to be naturally funny. Philosophically, you should also understand that you need to be in tune with your audience. That means knowing what they consider humorous and what they do not. For example, it would be wrong to make attorney jokes around members of an organization like the National Bar Association. Simply put, to be sure use discretion. Discussing "Confessions of a Vegetarian" at a Beef Council convention ought to get you some laughs. But remember, you have to be clever about it. Use your head or you could, as they say, go over like a lead balloon. Getting lots of laughs? Approach it as though it were very serious business.



Grocery shopping, provided you know what you are doing, can be quick and easy. The first thing to remember, is that you need to find a time when there are fewer shoppers in the store, at least in the check-out lanes. To do this, I recommend you find a grocery store that is open 24 hours a day, seven days a week. Studies show that after 1 a.m., grocery traffic becomes noticeably less congested. So, just to be on the safe side, I suggest that you wait until 1:30 a.m. to begin your grocery shopping. You'll find that other than the guy cleaning up with the mop and the night-checker, you'll have the store virtually to yourself. In this circumstance, you'll not only have the freedom of unencumbered shopping, but quicker checkout as well. Finally, I highly recommend choosing Friday night as your grocery shopping night, because you will have the distinct advantage of sleeping in on Saturday morning.



BONUS EXERCISES

Practice Using Stress for Emphasis

In the following verbal exchanges, each response in B contains a word that is stressed for emphasis. Which word is it?

- | | |
|---|---------------------------|
| 1. Did you take photos?..... | Yes, I did take a few. |
| 2. I don't think you can finish on time. | But I can finish on time. |
| 3. Is the book blue or gray?..... | It's blue and gray. |
| 4. Are you sure it's next week? | Yes, I am sure. |
| 5. Who can dance? | I will do it. |
| 7. Did you attend the meeting? | No, were you there? |
| 8. I want to thank you..... | And I want to thank you. |
| 9. Is the concert this week? | No, it is next week. |

Correct:

1. Yes, I **did** take a few. 2. But I **can** finish on time. 3. It's blue **and** gray.
 4. Yes, I **am** sure. 5. **She** can. 6. I **will** do it. 7. No, were **you** there?
 8. And I want to thank **you**. 9. No, it is **next** week.

Practice using stress for emphasis as you state your opinions. Indicate whether you agree or disagree with each of the following statements. Use complete sentences.

1. New York City is the most popular city in the world.
2. There is too much violence in movies.
3. Children are growing up too fast these days.
4. Nuclear weapons should be banned in every country.
5. Smoking of tobacco should not be allowed in public buildings.
8. Everybody should be able to buy a gun.
9. Recycling is necessary in order to preserve the world's natural resources.

Name three or more of each of the following:

1. Types of fruit you like.
2. Desserts.
3. Interests or pastimes.
4. Musicians.
5. Places where you would go on vacation.
6. Sports you enjoy as a participant or observer.

Practice changing inflection and using slight pauses

Complete the following sentences. Begin each with a conjunction such as: *if, whenever before, after, because*. For example:

...I get dressed..

After I get dressed, I eat breakfast. - or -

Before I get dressed, I eat breakfast.

- | | |
|----------------------------|---|
| 1. ...I do my homework... | 6. ... I go to a party.... |
| 2. ...I brush my teeth.... | 7. ... I get a cold.... |
| 3. ...I came here.... | 8. ... I go to the dentist.... |
| 4. ... it rains.... | 9. ... I go on vacation.... |
| 5. ... I'm late.... | 10. ... I'm watching a boring movie.... |

Describe each of the following. Apply changed inflection and slight pauses to add clarity to your speech.

1. The house you live in or would like to live in.
2. The room or place you are in.
3. The car you own or would like to own.
4. A familiar city.
5. A pet that belongs to you or to a friend.
6. A character in a movie or a play you saw recently.
7. The flag of your native country.

Provide directions or instructions. Select from any of the following. Apply changes in inflection and add slight pauses between steps in a sequence in order to make your messages clearer.

- | | |
|--|------------------------------------|
| 1. Sending a letter. | 6. Recording a TV show with a VCR. |
| 2. Making coffee or tea. | 7. Taking a good photograph. |
| 3. Cooking your favorite dish. | 8. Sending a FAX message. |
| 4. Making a long distance phone call. | 9. Sending an e-mail message. |
| 5. Finding a web site on the Internet. | |

Personalized Accent-Reduction Coaching

with Beverly A. Lujan, MS – ccc/slp

Beverly A. Lujan, provides personalized, guided instruction on the pronunciation and speaking style of American English:

- In person,
- By telephone,
- One-on-one instruction,
- With groups,
- In educational settings,
- At the workplace.

Ms Lujan offers a ten-hour individualized course of instruction for \$800 that includes:

- **A speech assessment prior to beginning the course.**
- **Ten hours of personalized, one-on-one instruction.**
- **Additional sessions, if necessary, are available.**

The benefits and features of Ms. Lujan's course of instruction include:

- **Her expertise as author** of The American Accent Guide, 2nd Edition.
- Having an **experienced instructor** who has **taught English pronunciation for 18 years** to people from around the world.
- Having a **highly qualified instructor** who **specialized in accent reduction** during her formal training in, both B.S. and M.S. from the University of Utah, in speech-language pathology.
- Having an instructor who **thoroughly enjoys her work helping clients achieve their speech improvement goals for personal or professional reasons.**
- Having **individualized training that meets your personal needs, employment demands, and personal and professional goals.**
- Having the **best and most thorough tool on the market (The Guide) that facilitates easy and enjoyable practice between coaching sessions.**
- The ability to **make dramatic progress in a very short time, possibly achieving total accent elimination within the ten-week period.**
- Ms. Lujan has a **success rate over 95%, as rated by her clients.**

Testimonials

Dear Beverly,

Thank you for the excellent program you provided over the phone. After I finished few sessions, my staff at the clinic were so impressed by my English and my patients never have to ask me: could you repeat that again? Or what did you say? Say that one more time please. Talking over the phone now is much easier and the most important for me now is: I am no longer nervous about speaking in groups and meetings.

Thank you so much,

Zeydoun Soulayman D.D.S.

I came from India 9 years ago Even though my English language skills were good, I faced challenges communicating at work because of my accent. I wanted to be confident in communicating with executives from my company and with client executives, After two sessions I knew exactly why I had to repeat what I said, and why people had difficulty understanding certain words I said. Working with Ms. Lujan on interactive sessions helped me make corrections quite quickly. I can now communicate a lot better and speak with confidence.

Dev Mudaliar

VP of Technology

Teleperformance USA

Before improving my speech skills with the help of Beverly Lujan, I was not able to function well in my job as a manager in bank operations which requires me to train bank officers and employees. I had studied English in Nigeria since elementary school and had lived in the U.S. for 7 years. After only ten weeks of working with Ms. Lujan and practicing with The American Accent Guide, people no longer asked me to repeat what I said. My accent has definitely improved, and people actually say they like the way I sound.

.. I have greatly improved my speech and am now able to achieve my career goals. I also have the opportunity to teach economics and business management classes at a community college which would not have happened had I not improved my speech skills.

Stanford Aderigbigbe

Zions Bank

I came to the U.S. from Hong Kong 9 years ago, and spoke Chinglish - English with an influence of both Chinese and British English. I also spoke fast thinking I would be more fluent, but I found that this made my speech more difficult understand.

My experience in training sessions with Beverly was incredibly pleasant. Within ten weeks, she showed me all the basics of the standard American accent including proper stress, intonation, rhythm, vocal patterns, and pronunciation of all the vowels and consonants. She also helped me be a critical judge of my speech. I am now able "fine tune" my accent by detecting and then fixing my mistakes. She is very patient, very detailed, and very thorough. I think it is important to have a professional to give you feedback, provide you guidelines, and show you how to make corrections. I definitely recommend Beverly.

Sherman Tse

Oracle Developer, Charlotte, NC



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I aced the listening section of the TOEFL, thanks to The American Accent Guide. It is amazingly helpful and has many valuable insights.

Qais Salem
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